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ABSTRACT

This report provides state-by-state information on the characteristics and performance of schools and students in each state, information useful for monitoring the progress and evaluating the success of education reforms. The report contains two-page profiles that report the same indicators for each state and the District of Columbia. The indicators in each state profile are organized in four categories: (1) school and teacher demographics; (2) student demographics; (3) statewide accountability information; and (4) student achievement. The report tracks the progress of Title I programs, especially the development and use of state standards and assessments in state accountability for the programs. Title I, the largest single grant program of the federal government, provides funds to states for additional educational support for the neediest children. A goal of the report is to chart the progress of the states in developing Title I accountability systems based on state content standards and aligned state assessment programs. The individual state profiles and trends in assessment results are useful for initial determinations of educational improvements that may be related to Title I programs. Appendixes contain further state proficiency level definitions, content indicators by state, and National Assessment of Educational Progress definitions and further information. (SLD)

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STATE EDUCATION INDICATORS WITH A FOCUS ON TITLE I

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STATE EDUCATION INDICATORS WITH A FOCUS ON TITLE I

Prepared for:

U.S. Department of Education
Office of the Secretary

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Washington, D.C.

2001

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December 2001

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Report Objectives and Design

For the 2001 report entitled *State Education Indicators with a Focus on Title I,* the U.S. Department of Education collaborated with the state departments of education to compile, analyze, and report key indicators of the condition and progress of K–12 public education. While the goals for the state indicators reports have remained consistent for 15 years, new indicators have been added and existing indicators have been refined to improve their use and applications. Our approach to education indicators has three emphases: 1) consistent, reliable indicators to allow analysis of trends for each state over time, 2) high data quality to provide comparability from state to state, and 3) accessible indicator formats for increased uses by a variety of audiences.

The design for the State Education Indicators report is based on two-page profiles that report the same indicators for each state. The present format originated in 1997 with the start of the Council of Chief State School Officers' (CCSSO) partnership with the U.S. Department of Education. At that time CCSSO began reporting indicators of state progress in implementing Title I state accountability systems.

The indicators included in the annual series were selected through a three-step process: CCSSO consultation with state education leaders; input from U.S. Department of Education officials; and review by an expert advisory panel composed of researchers, data managers, and educators.

Guide to State Indicator Profiles

The profiles that follow are key measures of the quality of K–12 public education in each state. The profiles in this report focus on the status of each indicator as of the 1998–99 school year or the most recent year for which data were available. The profiles also provide data trends over time for several of the indicators. The data sources section provides more detailed information and explanations for the indicators.

The indicators in each state profile are organized in four categories:

School and Teacher Demographics
The indicators in this category provide a statewide picture of important characteristics of the public K-12 school system, including schools, teachers and finance. The statistics for each state on number of school districts, public schools by grade level, student-teacher ratios, and sources of funding are from the Common Core of Data surveys conducted by the National Center for Education Statistics (NCES) through the state departments of education.

Student Demographics
Statewide totals for numbers of students in public elementary and secondary schools are reported for two years, the most recent school year available and the baseline year closest to 1990 for which data were available. An important aspect of the assessment and evaluation for Title I is the disaggregation of student achievement results by student characteristics, particularly race/ethnicity, poverty, disabilities, English proficiency, and migrant status. The data give readers a picture of the size of these student populations in each state. Included in this section are two measures of student outcomes from secondary schools—the high school dropout rate (based on annual percent of grade 9–12 students leaving school or "event rate") and the postsecondary enrollment rate (percent of high school graduates enrolled in college one year later). Finally, the bar graph showing counts of public schools by percent of students eligible for free lunch program (i.e., students from families below the poverty level) are useful for reviewing the disaggregated student achievement results reported on the second page of each profile.

Statewide Accountability Information
This year's edition of State Education Indicators reports information on statewide accountability systems operating in the 50 states. The information on accountability systems was compiled initially in 1999 from state reports on the Internet, printed reports, surveys, and research by CCSSO. For the 2000 report, information on each state accountability system was updated from the "State Accountability Profiles" (compiled and written by the Consortium for Policy Research under a contract with the U.S. Department of Education, Planning and Evaluation Service) and information collected on the *Consolidated Performance Report* submitted to the U.S. Department of Education in 1999.

The report provides five indicators of the status of state accountability systems as of fall 2000. A majority of states have developed and implemented school-level accountability measures and improvement targets which apply to all schools, and all states are required by federal law to develop a system of school accountability for Title I programs which measures "adequate yearly progress" (AYP) according to the state's standards and measures of progress. Thus, four indicators in the state profile (identified below) are intended to provide a basic picture of how the state has developed its accountability system statewide and for Title I. The fifth indicator addresses the number and percent of Title I schools making adequate yearly progress in the state.

- Statewide Goal for Schools on Student Assessment—33 states have established a goal, such as percentage of students in a school that will attain the state-defined proficient level on state student assessments in specific subjects (see assessment name and state definition of "proficient" on second page of profile).
- Expected School Improvement on Assessment—30 states have set a target for amount of improvement in student achievement scores for the school by a certain time period (e.g., annually).
- Indicators for School Accountability—40 states have defined one or more indicators that are used in the state accountability system.
- Title I AYP Target for Schools—50 states have measures of adequate yearly progress, as required under Title I. Some states have a transitional definition of AYP. In 18 states the AYP target for school improvement is based on the statewide accountability system, and we list "same" for this indicator. If it is different, the Title I target is summarized.

Title I Schools

To offer a focus on Title I, the report includes several specific indicators of Title I programs. These include the total enrollment in Title I and race/ethnic percentages for Title I students. In addition, the report includes the Title I funding allocation per state and the number of schools with Title I programs. States report the data on Title I programs through the U.S. Department of Education's *Consolidated Performance Report.*

Student Achievement

State assessment aggregate scores were obtained from the *Consolidated Performance Report (Part 2)* submitted by states to the U.S. Department of Education.

Each state determines its state test, how levels are set and defined, and the grade at which students are tested. Thus, student achievement scores are not comparable state to state. Student results for a state, e.g., percent meeting the state's "proficient" level, can be compared with the same state's performance in the prior year. State-level results on the National Assessment of Educational Progress (NAEP), which are comparable state by state, are reported in the lower right corner of the right page of each state's profile. Definitions of state proficiency levels when not listed in the profile are available in Appendix A. NAEP proficiency definitions are available in Appendix C.

States reported student achievement results for the 1998–99 school year for mathematics and reading/language arts at three grade levels, as specified by Title I requirements: elementary—grade 3, 4 or 5; middle—grade 6, 7, or 8; and high—grade 10, 11, or 12. The report provides disaggregated assessment results for states reporting by schools with Title I programs, school percent of students from low income families, limited English proficient students, and migrant students. Results by other student characteristics are listed in the table on page xii.

The "student achievement trend" at the bottom of the right-hand page of each profile shows a histogram with the percent of students in different school categories that meet or exceed the state level for "proficient." Histograms are displayed for four states with 1996–97 as their baseline year for analysis—and six states with 1995–96 as their baseline year. In order for a trend to be reported for multiple years, a state must disaggregate by school poverty level, use the same assessment tool and keep the same definition of proficient. Changes in these assessment characteristics disqualifies a state from having a trend analysis.

State Progress toward Standards and Assessments

This report tracks the progress of Title I programs, and particularly the development and use of state standards and assessments in state accountability for the programs. A goal of the annual report is to chart the progress of states in developing Title I accountability systems based on state content standards and aligned state assessment programs. Title I is the largest single grant program of the federal government. For over 30 years, it has earmarked funds for states to provide additional educational support for the neediest children in all 50 states and the outlying territories. Ninety-seven percent of schools with more than 75 percent of their students living in poverty receive some level of Title I funds. Schools with greater than 50 percent poverty are eligible to become a "schoolwide" program which allows funds to be distributed throughout the entire school. Targeted assistance programs channel funds directly to the neediest students.

The Improving America's Schools Act (IASA) of 1994 reauthorized federal funding for compensatory education in schools and changed the requirements and systems for assessment and evaluation of Title I. The law requires states to monitor the progress of schools in improving the achievement of low-income students, and also requires alignment of student achievement tests with state standards for learning that apply to all students.

The individual state profiles and trends in assessment results in the State Education Indicators report are useful for initial determinations of educational improvements that may be related to Title I programs. In addition, the status of components of state accountabil-

ity systems can be used to assess the progress of states toward meeting the requirements of the IASA by the school year 2000. The information on states is organized in a 50-state matrix on pages x-xi, which displays four key indicators of state progress in developing accountability systems for Title I.

1. *Content Standards*—50 States

 As of 2000, 50 states plus the District of Columbia had completed and implemented content standards for K–12 education in the core academic subjects of English/language arts and mathematics and 47 states also have standards for science and social studies/history.

2. *State Assessment Results reported by Proficiency Levels*—38 States

 For the 1998–99 school year, 38 states plus the District of Columbia and Puerto Rico reported state assessment results using three or more proficiency levels that were defined by the state. The matrix on the Standards and Assessments page identifies the name of each assessment instrument and the year in which the proficiency levels were set by the state.

3. *State Achievement Results Disaggregated*—40 States

 A key feature of the IASA was a provision that assessment results be disaggregated by characteristics of schools and students. The goal for Title I accountability is to report assessments such that educators and policymakers can easily determine the progress of schools according to key characteristics of students. By 2000–2001, states were to report their assessment results disaggregated for Title I schools and by school according to the percent of students in each school from families in poverty. States were required to disaggregate results according to students' gender, race/ethnicity, and their status as disabled, limited-English proficient, poor, and/or migrant status. For 1998–99, 40 states plus the District of Columbia and Puerto Rico reported assessment results using one or more disaggregated categories.

4. *Assessment Trends Analysis*—8 States

 As of 1998–99, 12 states had reported two years of assessment results using consistent assessments, levels, and grades; and 8 states reported three years of results that could be analyzed as trends.

Sample State Trends Analysis

The following is an example of trend analysis in student achievement using data from North Carolina's assessment program. This sample examines the extent of gains in language arts/reading and mathematics from 1996 to 1999 using consistent data from four years of assessment results, based on the same test with results reported by proficiency levels and disaggregated by school poverty level.

End of Grade Test—Grade 4

Reading Level 3 and higher

	1996	1999	Gain
All Students	69.4%	71.4%	**2.0%**
00–34 % Poverty	77.3	80.6	**3.3**
75–100% Poverty	52.0	54.2	**2.2**

Math Level 3 and higher

	1996	1999	Gain
All Students	67.8%	77.5%	**9.7%**
0–34% Poverty	66.4	83.2	**16.8**
75–100% Poverty	45.8	67.8	**22.0**

Test–CRT; levels set in 1992
North Carolina Level 3: Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

In both Reading and Mathematics, a disparity in achievement is evident between schools with few low-income students and schools with many low-income students. For example, the average school has 77.5 percent of students above Level 3 in mathematics, while high-poverty schools have 67.8 percent above this level. Mathematics results did improve significantly in the past two years in high-poverty schools—a gain of 22 percentage points on Math Level 3 (i.e., proficient). Improvement in reading in high-poverty schools is also above the rate of improvement for all students.

Across all North Carolina elementary schools, three-quarters of students are at or above the expected levels of

performance in mathematics and reading. In schools with high concentrations of low-income children, almost 70 percent of students are proficient in math and 55 percent of students are proficient in reading. The high poverty category in North Carolina includes 100 elementary schools from a total of over 1,200 schools.

North Carolina's accountability system and levels have been in place since 1992. A small percentage of students were excluded from testing in grade 4 reading and math due to exemptions for disabilities and English proficiency.

The progress of North Carolina students in mathematics as measured on NAEP is consistent with the progress of students on the state assessment during the period 1995 to 1998. For example, the percent of high poverty schools at or above basic mathematics level on NAEP improved 19.7 percentage points over four years from 1992 to 1996 (from analysis of NAEP data, School Poverty and Academic Performance: NAEP Achievement in High Poverty Schools, U.S. Department of Education, 1998). Mathematics gains in high poverty schools on the state assessment showed 8.5 percentage points gain at Level 3 from 1995 to 1998.

Uses of State Indicators

This report comes at an important time for states, schools, and students. Standards and assessments are at the center of education reform in the states. Schools are working with Title I programs to develop new approaches to education for low-income students and other at-risk students. An important goal of these efforts is to close the gap in education opportunity and student learning between poor and wealthier students.

Acknowledgments

The Council received valuable contributions from many organizations and individuals in preparing the 2000 State Education Indicators report. We consider the report a collaborative effort.

We received strong support from chief state school officers, state assessment directors, and state Title I directors for the idea of a 50-state report profiling key statewide education indicators and indicators of progress of Title I programs. States provided excellent cooperation in reporting not only the state assessment data required under Title I, but also further details about state assessment programs and student demographics that provide the context for analyzing assessment results. State education staff carefully reviewed the data in the state profiles and provided important suggestions for improving the report, and we thank them for their continued assistance which make the profiles possible.

Funding support for the State Education Indicators report was provided under a task order from the U.S. Department of Education, Planning and Evaluation Service. We very much appreciate the guidance and assistance provided by staff in the Planning and Evaluation Service, including Daphne Hardcastle and Elois Scott, as well as staff in the Office of Compensatory Education Programs, including Kathryn Manning and Mary Moran. The National Center for Education Statistics provided access to data files from the Common Core of Data, NAEP, and Schools and Staffing Survey, and we particularly thank John Sietsema for his assistance. The database for the state profiles was developed in collaboration with Westat, Inc., and we appreciate the efforts of Beth Sinclair, Nina Blecher, and Babette Gutmann in data collection and project support.

The design files were originally created by Anastasia Miller. The data were proofed by Doreen Langesen.

The state assessment directors reviewed the profiles and proofed the state assessment data. The EIAC subcommittee on assessment, co-chaired by Sally Tiel (Idaho) and Louis Fabrizio (North Carolina), reviewed the design.

An expert advisory panel guided CCSSO in selecting the indicators as well assisting in refining the report design. The panel members are: Paul Barton (Educational Testing Service), Barbara Clements (Evaluation Software Publishing), Ellen Forte-Fast (Connecticut), Ken Gentry (Kansas), Leslie Lawrence (National Education Goals Panel), Sam Lester (Texas), Dori Nielson (Montana), John Poggio (Kansas), Peter Prowda (Connecticut), Hal Sanderson (Utah), John Sietsema (National Center for Education Statistics), and Phoebe Winter (CCSSO).

School and Teacher Demographics

Number of districts 15,024
(CCD, 1998–99)

Number of public schools (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
52,501	15,597	17,117	3,515	1,336

Student/teacher ratio (CCD, 1998–99)

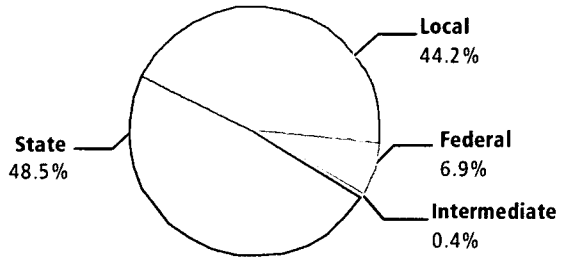
Elementary	Middle	High
n/a	n/a	n/a

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
1,307,230	538,609	723,892	69,506	26,908

Public school enrollment (CCD) (By state definition)		1998–99
	K–8	32,467,028
	9–12	13,206,251
	Pre-K	573,437

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)	1998–99
American Indian/Alaskan Natives	1.1%
Asian/Pacific Islander	3.9
Black	16.9
Hispanic	16.1
White	61.9

	1998–99
Students with disabilities (OSEP, K–12)	11.3%

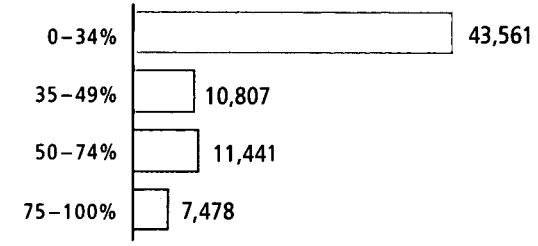
	1996–97
Limited English proficient (USED /NCBE, K–12)	n/a

	1998–99
Migrant (OME, K–12)	782,903

	1997–98
High school dropout rate (CCD, event)	n/a

	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	73%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* Interpret with caution, 16,779 schools did not report

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
33 States have established a goal

Expected School Improvement on Assessment
30 States have set a target

Indicators for School Accountability
40 States are using one or more indicators

Title I Adequate Yearly Progress (AYP) Target for Schools
18 States are using the same goal as the state

Number of Schools Meeting Title I AYP Goal
30,771 (71.9%)

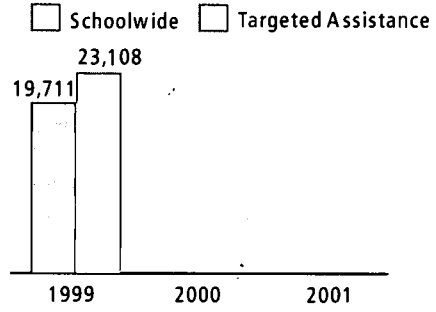
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	11,495,689
	9–12	1,192,975
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	226,985	61,193
Asian/Pacific Islander	272,930	160,602
Black	3,128,222	595,973
Hispanic	2,928,157	1,136,166
White	3,007,885	1,777,778

Title I allocation $7,790,999,680
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



State Progress toward Development of Accountability System

STATE	Content Standards: Complete 2000: Core subjects	State Assessment Results: Achievement reported for 1998–99	By Levels: Proficiency levels/year set	Achievement Disaggregated*: By sch.% poverty, stud. LEP, Disability	Trends Analysis: Years of consistent data
Alabama	M, E/LA, SSt	Stanford 9	1999	Poverty, LEP, Dis.	
Alaska	M, S, E/LA	CAT-5	1998	Poverty, LEP, Dis.	2
Arizona	M, S, E/LA, SSt	Stanford 9			
Arkansas	M, S, LA, H/SSt.	Stanford 9			
California	M, S, E/LA, H/SSt.	Stanford 9		LEP	
Colorado	M, S, H, LA , Geog.	Student Assess. Prog.	1997	Poverty, LEP, Dis.	2
Connecticut	M, S, E/LA, SSt	CMT/CAPT	1994	Poverty, LEP, Dis.	5
Delaware	M, S, E/LA, SSt	Student Testing Prog.	1998	LEP, Dis.	
District of Columbia	M, E/LA	Stanford 9	1998	Poverty, LEP, Dis.	
Florida	M, S, LA, SSt	FCAT	1999	Poverty, LEP, Dis.	1
Georgia	M, S, E/LA, SSt	ITBS, HS Grad. Test	1999	LEP	
Hawaii	M, S, E/LA, SSt	Stanford 8	1999	Poverty, LEP, Dis.	2
Idaho	M, S, LA, SSt	ITBS and TAP		Poverty, LEP, Dis.	
Illinois	M, S, E/LA, SSt	ISAT	1999	Poverty, LEP, Dis.	1
Indiana	M, E/LA, SSt	ISTEP+	1997	Poverty	1
Iowa		ITBS	1997		1
Kansas	M, S, E/LA, SSt	Math/ Read Assess	1998	Poverty, LEP, Dis.	3
Kentucky	M, S, SSt, Reading/Writing	Core Content Test	1999	Poverty, LEP, Dis.	1
Louisiana	M, S, E/LA, SSt	LEAP	1998	LEP, Dis.	
Maine	M, S, E/LA, SSt	MEA, Revised	1999	Poverty, LEP, Dis.	1
Maryland	M, S, E/LA, SSt	MSPAP	1993	Poverty, LEP, Dis.	4
Massachusetts	M, S, E, H/SSt	MCAS	1998	LEP, Dis.	
Michigan	M, S, E/LA, SSt	MEAP Essential Skills	1996	Poverty, LEP, Dis.	4
Minnesota	M, S, LA, SSt	Basic Standards Test	1998	Poverty, LEP	2
Mississippi	M, S, SSt, LA	CTBS-5		LEP, Dis.	
Missouri	M, S, LA, SSt	MAP	1999	LEP, Dis.	
Montana	M, S, E/LA	Multiple Assess.	1997	Poverty	3
Nebraska	M, S, SSt, Reading/Writ.	Assorted CRTs, NRTs		Poverty	
Nevada	M, S, E/LA, SSt	Terra Nova, Form A		Poverty, LEP, Dis.	
New Hampshire	M, S, E/LA, SSt	State Assess. Test	1994	LEP	3

STATE	Content Standards: Complete 2000: Core subjects	State Assessment Results: Achievement reported for 1998–99	By Levels: Proficiency levels/year set	Achievement Disaggregated*: By sch. % poverty, stud. LEP, Disability	Trends Analysis: Years of consistent data
New Jersey	M, S, LA, SSt	Proficiency Test	1999	Poverty, LEP, Dis.	1
New Mexico	M, S, LA, SSt	New Mexico Achievement Asses.	1998		
New York	M/S, E/LA, SSt	State Pupil Eval. Test, Rev.	1999	Poverty, LEP, Dis.	1
North Carolina	M, S, E/LA	End of Grade Test	1992	Poverty, LEP, Dis.	5
North Dakota	M, S, E/LA	CTBS-5		Poverty, LEP	
Ohio	M, S, LA, SSt	Ohio 4th and 6th Grade Prof. Test	1999	Poverty, LEP	1
Oklahoma	M, S, LA, SSt	Core Curric. Test	1998		
Oregon	M, S, E, H	Oregon Statewide Assess., Rev.	1998		
Pennsylvania	M, E/LA	Syst. of Student Assess.	1997	LEP, Dis.	
Puerto Rico	M, E/LA	PPCE	1997	Poverty, LEP, Dis.	
Rhode Island	M, S, E/LA	New Stand. Ref. Exam	1998		
South Carolina	M, S, E/LA	PACT	1999	LEP, Dis.	
South Dakota	M, S, LA, SSt	Stanford 9			
Tennessee	M, S, E, SSt	TCAP			
Texas	M, S, E/LA, SSt	TAAS	1995	Poverty, LEP, Dis.	4
Utah	M, S, E, SSt	Utah End of Level Test	1995	Poverty, LEP, Dis.	1
Vermont	M/S, LA, H/SSt	New Stand. Ref. Exam	1996	Poverty, LEP, Dis.	1
Virginia	M, S, E, H/SSt	Standards of Learning	1998	LEP, Dis.	
Washington	M, S, SSt, LA	WASL	1999	Poverty, LEP, Dis.	1
West Virginia	M, S, SSt	Stanford 9			
Wisconsin	M, S, E/LA, SSt	Knowledge & Concept Exam		LEP, Dis.	
Wyoming	M, S, LA, SSt	WyCAS	1999	Poverty, LEP, Dis.	
Nation	**51 M, E/LA**		**40**	**42**	**8 (3+ yrs.)**

State Content Standards

Key: M=Math, S=Science, E=English, LA=Language Arts, SSt=Social Studies

Source: High Standards for All Students: A Report from the National Assessment of Title I on Progress and Challenges Since the 1994 Reauthorization, U.S. Department of Education, January 2001

State Assessment Results for 1998–99; By Levels

Source: State Departments of Education, reported in Title I Performance Report, Part 7, to U.S. Department of Education, 1998–1999, and CCSSO, Annual Survey of State Assessment Programs, 1999.

Achievement Disaggregated; Trends Analysis

Key: Poverty=School percent of students below poverty level; LEP=Limited English Proficient students, Dis.=Students with Disability

*Note: Results published in the state profiles may not reflect disaggregated data listed in this chart if only Title I students were disaggregated in the Consolidated Report or if results were not conducive to a single profile reporting method. Please contact author if you have questions or would like more information on disaggregated results.

Source: State assessment results submitted in the Consolidated Report, Table 2, 1999, and follow-up by CCSSO, State Education Assessment Center.

Availability of Student Achievement Results by Disaggregated Category*, 1998–99

State	Elementary Grade	Middle Grade	High School Grade	All Students	Schoolwide Program	Targeted Assistance Program	School Poverty Level	Low Income Students	Limited English Proficient	Migrant	Disabled	Race/ Ethnicity	Gender
Alabama	4	8	10	X	X	X	X	X	X	X	X	X	X
Alaska	4	8		X	X	X	X	X	X	X	X	X	X
Arizona	4	8	10	X									
Arkansas	5	7	10	X	X	X							
California	4	8	10	X					X				
Colorado	4	7		X	X	X	X		X		X	X	X
Connecticut	4	8	10	X	X	X	X	X	X	X	X	X	X
Delaware	3	8	10	X	all Title I together		X	X		X	X	X	
Dist. of Columbia	elem	middle	upper	X	X	X	X	X	X	X	X	X	X
Florida	4/5	8	10	X	X	X	X	X	X	X	X	X	X
Georgia	3	8		X		X			X			X	X
Hawaii	3	8	10	X	X	X	X	X	X		X	X	X
Idaho	4	8	11		X	X	X	X	X	X	X	X	X
Illinois	3	8	10	X	X	X	X		X		X	X	X
Indiana	3	8	10	X	X	X	X						
Iowa	4	8	11	X									X
Kansas	3r/4m	7	10	X	X	X	X	X	X	X	X	X	X
Kentucky	4r/5m	7r/8m	11	X	X	X	X		X	X	X	X	X
Louisiana	3	7	10	X					X	X	X		
Maine	4	8	11	X	X	X	X	X	X	X	X		X
Maryland	3	8		X	X	X	X		X		X	X	
Massachusetts	4	8	10	X					X	X	X	X	
Michigan	4	7		X	X	X	X		X	X	X	X	X
Minnesota	3	8		X	X	X	X		X	X			
Mississippi	4	8		X	all Title I together			X	X	X	X	X	X
Missouri	3/4	7/8	10/11	X	all Title I together				X	X	X	X	X
Montana	4	8	11	X	X	X	X						
Nebraska	elem	middle	upper		X	X	X						
Nevada	4	8		X	X	X	X	X	X	X	X	X	X
New Hampshire	3	6	10	X	all Title I together			X	X				
New Jersey	4	8	11	X	X	X	X		X	X	X	X	X
New Mexico	4	8		X									X
New York	4	8	11	X	X	X	X	X	X	X	X	X	X

State	Elementary Grade	Middle Grade	High School Grade	All Students	Schoolwide Program	Targeted Assistance Program	School Poverty Level	Low Income Students	Limited English Proficient	Migrant	Disabled	Race/ Ethnicity	Gender
North Carolina	4	8	EOC**	X	X	X	X	X	X	X	X	X	X
North Dakota	4	8	10	X			X	X	X				
Ohio	4	6		X	X	X	X		X	X		X	X
Oklahoma	5	8	11	X	X	X						X	X
Oregon	3	8	10	X	X	X						X	X
Pennsylvania	5	8	11	X	all Title I together				X	X	X	X	X
Puerto Rico	3	6	9	X	X	X	X		X	X	X	X	X
Rhode Island	4	8	10	X									
South Carolina	4	8		X	X	X			X		X	X	X
South Dakota	4	8	11	X									
Tennessee	4	8	9	X	X	X							
Texas	4	8	10	X	X	X	X	X	X	X	X	X	X
Utah	4	6	11	X	X	X	X	X	X	X	X		
Vermont	4	8	10	X	X	X	X	X	X	X	X	X	X
Virginia	3	8	EOC**	X	X	X			X	X	X	X	X
Washington	4	7		X	X	X	X		X	X	X	X	X
West Virginia	4	8	10	X	X	X							
Wisconsin	4	8	10	X					X	X	X	X	
Wyoming	3	7		X	X	X	X	X	X	X	X		
Nation	**52**	**52**	**39**	**50**	**41**	**37**	**31**	**20**	**39**	**29**	**33**	**33**	**33**

Source: U.S. Department of Education, Consolidated Performance Report, Table 2, 1998–99, initial results were collected from Consolidated Report with extensive phone, internet, and written follow-up with assessment directors from CCSSO.

*Note: Results published in the state profiles may not reflect disaggregated data listed in this chart if only Title I students were disaggregated in the Consolidated Report or if results were not conducive to a single profile reporting method. Please contact author if you have questions or would like more information on disaggregated results.

** EOC=End of Course Exam

If a man empties his purse into his head,

no man can take it away from him. An investment

in knowledge always pays the best interest.

Benjamin Franklin



STATE PROFILES

School and Teacher Demographics

Number of districts 128
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
698	235	273	152	6

Student/teacher ratio (CCD, 1998–99)

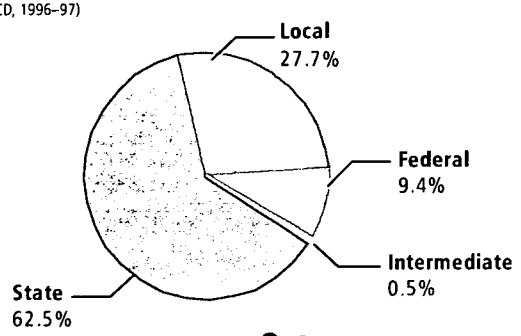
Elementary	Middle	High
16:1	17:1	17:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
21,194	7,723	11,453	5,238	153

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	525,730	530,242
	9–12	198,013	205,459
	Pre-K	n/a	n/a

Sources of funding
District average
(CCD, 1996–97)



34

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.7%	0.7%
Asian/Pacific Islander	0.5	0.7
Black	35.7	36.2
Hispanic	0.2	0.9
White	62.9	61.5

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	12.1%	11.9%

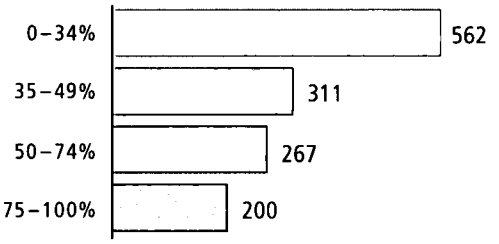
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	n/a	5,565

	1993–94	1998–99
Migrant (OME, K–12)	6,822	7,757

	1993–94	1997–98
High school dropout rate (CCD, event)	6.2%	4.8%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	64%	68%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



*24 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
>50 percent of students at or above 40th percentile on norm-referenced test (NRT) (R, LA, M, S, SSt)
Expected School Improvement on Assessment
Two percent gain per year for schools not attaining Academic Clear. Academic Alert schools are required to improve 5 percent/year.
Indicators for School Accountability
Test scores
Title I Adequate Yearly Progress (AYP) for Schools
Same as statewide goal
Schools Meeting Title I AYP Goal
786 (96.8%)

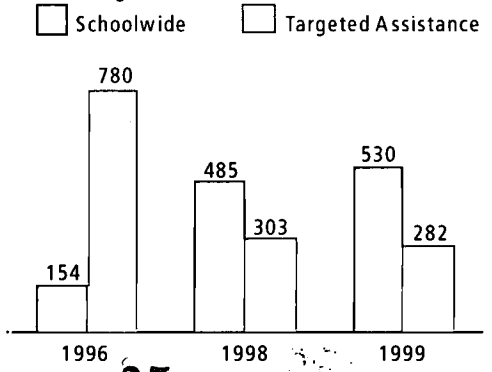
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	238,633
	9–12	23,965
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	2,174	133
Asian/Pacific Islander	921	91
Black	138,667	10,961
Hispanic	2,000	735
White	86,964	22,529

Title I allocation $130,984,102
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



35

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

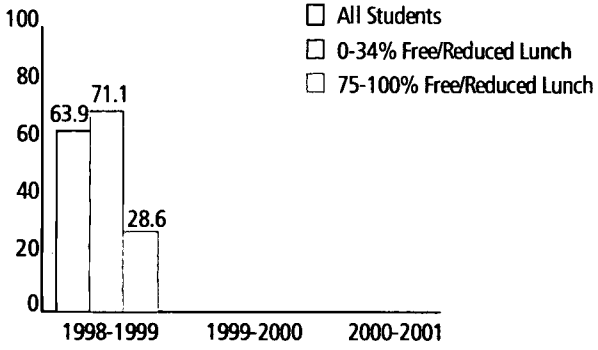
	Level I	Level II	Level III	Level IV
All Students	18.3%	17.8%	35.9%	28.0%
Title I Schoolwide	24.8	22.0	34.9	18.3
Title I Targeted	15.1	15.9	37.9	31.2
Percent of School in Poverty				
00–34	13.5	15.4	37.9	33.2
75–100	46.9	24.5	23.0	5.6
LEP Students	47.1	29.4	18.6	4.9
Migrant students	18.1	32.6	36.8	12.5

Mathematics

	Level I	Level II	Level III	Level IV
All Students	15.5%	15.3%	38.3%	31.0%
Title I Schoolwide	19.8	18.9	39.2	22.1
Title I Targeted	13.6	13.5	39.0	34.0
Percent of School in Poverty				
00–34	12.1	12.8	39.7	35.4
75–100	36.4	23.0	31.4	9.2
LEP Students	31.4	20.0	35.2	13.3
Migrant students	16.0	22.0	44.7	17.3

Student achievement trend

Reading 4th grade meets or exceeds Level III



Grade 8

Reading/Language Arts

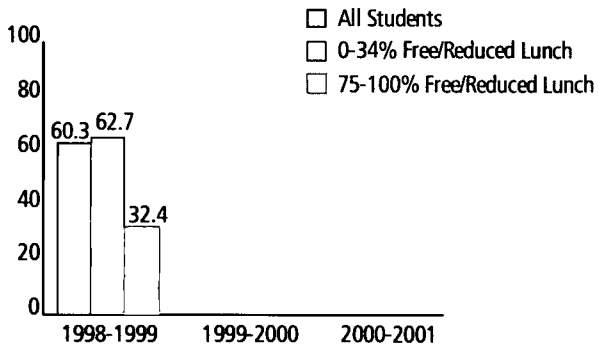
	Level I	Level II	Level III	Level IV
All Students	17.9%	15.7%	40.0%	26.4%
Title I Schoolwide	25.9	21.8	37.6	14.7
Title I Targeted	21.8	16.0	40.5	21.7
Percent of School in Poverty				
00–34	14.6	14.1	43.1	28.3
75–100	38.2	21.2	26.9	13.7
LEP Students	63.1	14.3	22.6	0.0
Migrant students	22.8	22.0	41.5	13.8

Mathematics

	Level I	Level II	Level III	Level IV
All Students	20.3%	19.4%	36.3%	24.0%
Title I Schoolwide	28.6	23.5	35.1	12.9
Title I Targeted	22.6	22.1	35.6	19.7
Percent of School in Poverty				
00–34	18.0	19.3	38.0	24.7
75–100	42.8	24.8	21.9	10.5
LEP Students	36.1	33.7	22.9	7.2
Migrant students	31.4	22.0	35.6	11.0

Student achievement trend

Math 8th grade meets or exceeds Level III



Assessment Information

Assessment Reported
Stanford Achievement Test version 9, used since 1996

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1996
Level III

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
IEP committee decisions, LEP committee decisions, or PEP decisions for 504.

Other Assessments
None.

Grade 10

Reading/Language Arts

	Level I	Level II	Level III	Level IV
All Students	31.3%	18.6%	33.0%	17.2%
Title I Schoolwide				
Title I Targeted				

Mathematics

	Level I	Level II	Level III	Level IV
All Students	19.4%	23.3%	38.4%	18.8%
Title I Schoolwide				
Title I Targeted				

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	24%	21%
Basic level and above	56%	66%
Math, 2000:		
Proficient level and above	14%	16%
Basic level and above	57%	52%

School and Teacher Demographics

Number of districts 53
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
179	37	72	209	0

Student/teacher ratio (CCD, 1998–99)

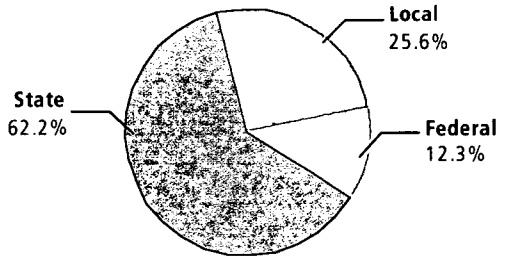
Elementary	Middle	High
18:1	17:1	18:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
3,351	1,041	1,817	1,357	0

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	81,698	94,922
	9–12	27,582	38,382
	Pre-K	n/a	2,017

Sources of funding
District average
(CCD, 1996–97)



38

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	22.4%	24.8%
Asian/Pacific Islander	3.6	5.1
Black	4.5	4.6
Hispanic	1.9	3.0
White	67.6	62.5

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	10.9%	12.2%

Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	11,103	34,942

Migrant (OME, K–12)	1993–94	1998–99
	16,732	12,203

High school dropout rate (CCD, event)	1993–94	1997–98
	n/a	4.6%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	37%	42%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Planned for 2002
Expected School Improvement on Assessment
Planned for 2002
Indicators for School Accountability
Planned for 2002
Title I Adequate Yearly Progress (AYP) for Schools
>40 percent of students scoring proficient on CAT-5 every 2 years
Schools Meeting Title I AYP Goal
353 (97.8%)

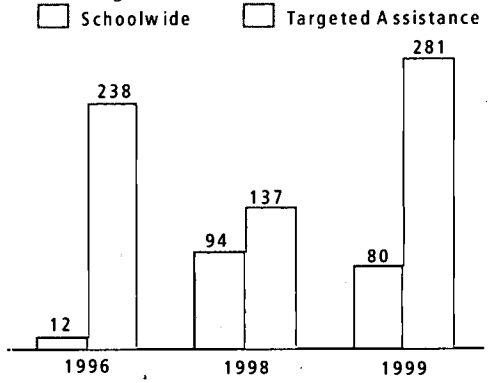
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	21,663
	9–12	3,054
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	8,756	6,922
Asian/Pacific Islander	1,150	153
Black	1,241	132
Hispanic	821	146
White	3,632	2,479

Title I allocation $25,556,617
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



39

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading

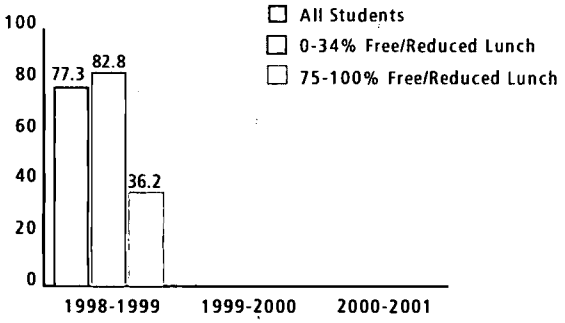
	Below Proficient	Proficient	Above Proficient
All Students	22.8%	39.1%	38.2%
Title I Schoolwide	43.9	38.5	17.6
Title I Targeted	25.3	40.3	34.4
Percent of School in Poverty			
00–34	17.2	39.9	42.9
75–100	63.9	28.5	7.7
LEP Students	53.4	38.7	7.8
Migrant students	52.6	35.1	12.2

Mathematics

	Below Proficient	Proficient	Above Proficient
All Students	20.1%	42.7%	37.1%
Title I Schoolwide	35.2	43.9	20.8
Title I Targeted	23.4	43.2	33.5
Percent of School in Poverty			
00–34	18.1	42.1	39.8
75–100	50.6	38.6	10.9
LEP Students	39.7	44.9	15.4
Migrant students	40.3	42.4	17.4

Student achievement trend

Reading 4th grade meets or exceeds Proficient



Grade 8

Reading

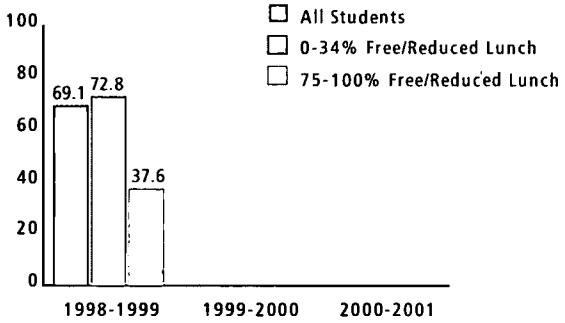
	Below Proficient	Proficient	Above Proficient
All Students	22.8%	38.6%	38.5%
Title I Schoolwide	55.9	29.4	14.8
Title I Targeted	33.6	36.2	30.3
Percent of School in Poverty			
00–34	21.5	39.2	39.3
75–100	74.3	18.5	7.2
LEP Students	63.4	31.2	5.4
Migrant students	55.2	31.0	13.9

Mathematics

	Below Proficient	Proficient	Above Proficient
All Students	30.9%	41.9%	27.2%
Title I Schoolwide	55.5	31.4	13.1
Title I Targeted	36.6	39.8	23.5
Percent of School in Poverty			
00–34	27.2	42.8	30.0
75–100	62.4	29.2	8.4
LEP Students	58.5	33.5	7.9
Migrant students	49.1	35.7	15.1

Student achievement trend

Math 8th grade meets or exceeds Proficient



40

Assessment Information

Assessment Reported
California Achievement Test, Version 5, used since 1995-1996

Progress Toward Assessment Aligned with Standards
Performance descriptors of standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
50% or more questions answered correctly

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No information provided

Other Assessments
High School Graduation Qualifying Exam, Benchmark Tests

Grade

Reading

	Below Proficient	Proficient	Above Proficient
All Students			
Title I Schoolwide			
Title I Targeted			

Mathematics

	Below Proficient	Proficient	Above Proficient
All Students			
Title I Schoolwide			
Title I Targeted			

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

41

School and Teacher Demographics

Number of districts (CCD, 1998–99)	368

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
887	238	258	59	69

Student/teacher ratio (CCD, 1998–99)

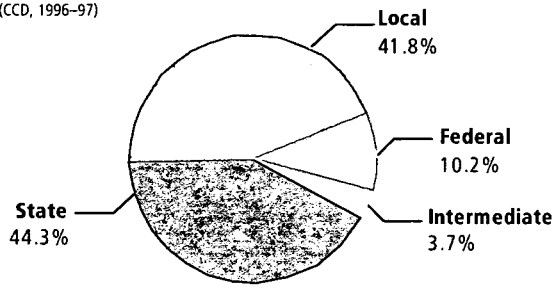
Elementary	Middle	High
20:1	19:1	21:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
23,383	7,851	10,326	186	164

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	451,311	608,982
	9–12	156,304	224,867
	Pre-K	n/a	5,209

Sources of funding
District average
(CCD, 1996–97)



42

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	6.6%	6.9%
Asian/Pacific Islander	1.5	1.9
Black	4.1	4.5
Hispanic	23.7	31.7
White	64.1	55.0

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	8.0%	11.1%

Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	60,270	93,528

Migrant (OME, K–12)	1993–94	1998–99
	18,658	18,141

High school dropout rate (CCD, event)	1993–94	1997–98
	n/a	9.4

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	50%	47%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
(Statewide by 2001)
Grade level meets 1 year academic growth (50th percentile)
Expected School Improvement on Assessment
Grade level score >40% of state schools in growth (3 yr.avg.)
Indicators for School Accountability
NRT scores, Standards-based (by 2001)
Title I Adequate Yearly Progress (AYP) Target for Schools
Transition: Gap-reduction toward 90 percent proficient and No students (reading, math)
Schools Meeting Title I AYP Goal
254 (30.2%)

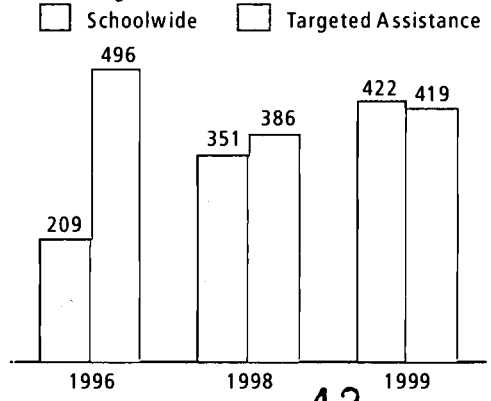
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	185,561
	9–12	41,715
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	25,898	4,996
Asian/Pacific Islander	2,836	468
Black	15,327	2,404
Hispanic	121,999	16,032
White	45,322	17,192

Title I allocation $122,657,700
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



43

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	National Percentile
All Students	54%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	54%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 8

Reading/Language Arts

	National Percentile
All Students	54%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	54%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Assessment Information

Assessment Reported
Stanford Achievement Test, Version 9
Used since 1996–97

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Percentile; no levels

Exclusion from Assessment
No information provided

Other Assessments
No information provided

Grade 10

Reading

	National Percentile
All Students	42%
Title I Schoolwide	
Title I Targeted	

Mathematics

	National Percentile
All Students	49%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	22%	28%
Basic level and above	53%	73%
Math, 2000:		
Proficient level and above	17%	21%
Basic level and above	59%	62%

School and Teacher Demographics

Number of districts 311
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
574	180	325	3	24

Student/teacher ratio (CCD, 1998–99)

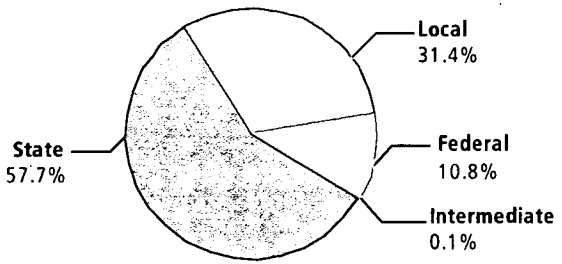
Elementary	Middle	High
20:1	23:1	24:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
11,014	3,840	5,406	35	655

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	311,060	316,637
	9–12	123,900	132,507
	Pre-K	n/a	1,390

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.2%	0.4%
Asian/Pacific Islander	0.6	0.8
Black	24.0	23.5
Hispanic	0.4	2.5
White	74.8	72.8

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	9.7%	11.0%

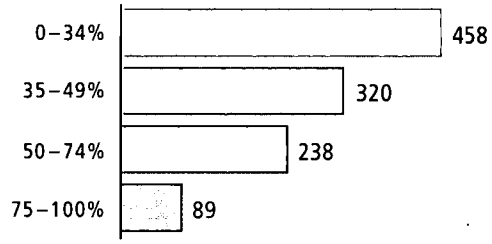
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	n/a	5,282

Migrant (OME, K–12)	1993–94	1998–99
	11,344	15,047

High school dropout rate (CCD, event)	1993–94	1997–98
	4.9%	5.4%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	48%	54%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



*One school did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
(Developing by 2001-02) 100% students proficient in 10 years. Rewards & sanctions.

Expected School Improvement on Assessment
Yearly progress to meet 100% in 10 years

Indicators for School Accountability
CRT scores

Title I Adequate Yearly Progress (AYP) Target for Schools
Transition (same as statewide 2001-02)

Schools Meeting Title I AYP Goal
284 (36.3%)

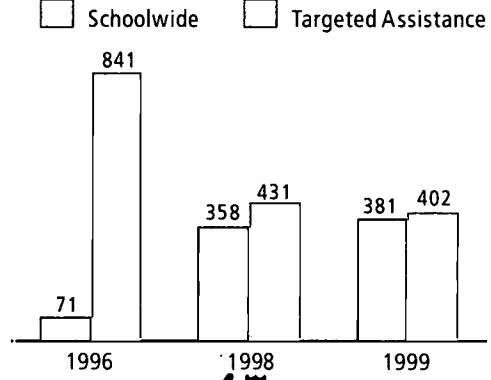
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	147,129
	9–12	13,979
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	425	133
Asian/Pacific Islander	972	135
Black	51,475	9,330
Hispanic	4,229	1,701
White	67,234	29,026

Title I allocation $81,111,433
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 5

Reading/Language Arts

	Bottom	Lower Middle	Upper Middle	Top
All Students	27.8%	24.4%	23.9%	23.9%
Title I Schoolwide	35.6	24.9	21.1	18.3
Title I Targeted	25.8	24.3	24.7	25.1
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Bottom	Lower Middle	Upper Middle	Top
All Students	30.4%	26.4%	24.5%	18.7%
Title I Schoolwide	37.6	26.6	21.4	14.5
Title I Targeted	28.2	26.3	25.6	20.0
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Grade 7

Reading/Language Arts

	Bottom	Lower Middle	Upper Middle	Top
All Students	28.8%	25.9%	23.1%	22.1%
Title I Schoolwide	40.3	26.4	19.6	13.7
Title I Targeted	29.1	26.7	23.3	21.0
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Bottom	Lower Middle	Upper Middle	Top
All Students	30.5%	25.0%	23.8%	20.7%
Title I Schoolwide	38.5	25.5	20.9	15.1
Title I Targeted	28.7	25.7	24.4	21.3
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Assessment Information

Assessment Reported
Stanford Achievement Test, Version 9

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Student results are placed in quartiles, there is no definition of proficient

Exclusion from Assessment
No information provided

Other Assessments
No information provided

Grade 10

Reading

	Bottom	Lower Middle	Upper Middle	Top
All Students	28.7%	27.6%	25.4%	18.3%
Title I Schoolwide	38.5	28.1	20.4	13.0
Title I Targeted	34.2	27.4	23.4	15.0

Mathematics

	Bottom	Lower Middle	Upper Middle	Top
All Students	17.6%	28.3%	34.6%	19.5%
Title I Schoolwide	23.6	32.6	30.7	13.0
Title I Targeted	21.0	30.2	31.8	16.9

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	23%	23%
Basic level and above	55%	68%
Math, 2000:		
Proficient level and above	14%	14%
Basic level and above	57%	52%

School and Teacher Demographics

Number of districts 1,002
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
5,259	1,227	1,542	296	10

Student/teacher ratio (CCD, 1998–99)

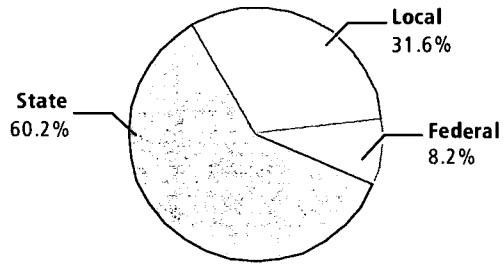
Elementary	Middle	High
20:1	23:1	24:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
151,944	45,680	65,455	8,834	276

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	3,470,198	4,125,962
	9–12	1,301,780	1,627,708
	Pre-K	n/a	n/a

Sources of funding
District average
(CCD, 1996–97)



50

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.8%	0.9%
Asian/Pacific Islander	10.4	11.1
Black	8.7	8.7
Hispanic	33.0	41.4
White	47.1	37.9

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	8.4%	9.5%

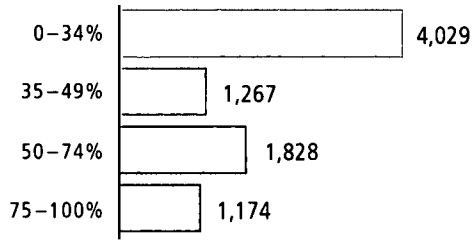
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	861,531	1,381,393

	1993–94	1998–99
Migrant (OME, K–12)	197,806	220,860

	1993–94	1997–98
High school dropout rate (CCD, event)	4.4%	n/a

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	61%	70%

All schools by percent of students eligible to participate in the Free Lunch Program *
(CCD, 1998–99)



*36 schools did not report

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Academic performance index (weighted subject scores) measure gains with comparable schools
Expected School Improvement on Assessment
Five percent gain on annual growth target by school bands
Indicators for School Accountability
Index: NRT scores other test scores, attendance, graduation, subgroups scores
Title I Adequate Yearly Progress (AYP) Target for Schools
Same as statewide
Schools Meeting Title I AYP Goal
3,577 (78.7%)

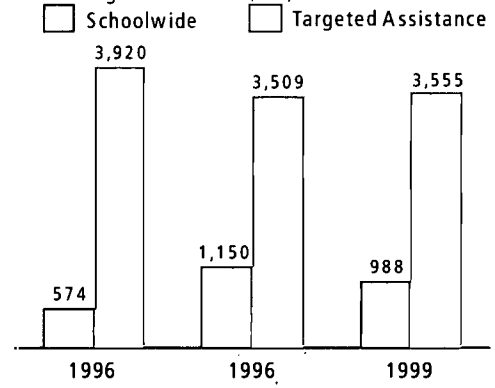
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	1,846,475
	9–12	302,535
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	10,384	14,496
Asian/Pacific Islander	62,758	109,861
Black	115,189	213,703
Hispanic	629,090	753,911
White	78,136	326,338

Title I allocation $940,953,029
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



51

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	NPR for Average
All Students	42%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	17
Migrant students	

Mathematics

	NPR for Average
All Students	44%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	25
Migrant students	

Grade 8

Reading/Language Arts

	NPR for Average
All Students	46%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	17
Migrant students	

Mathematics

	NPR for Average
All Students	48%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	25
Migrant students	

Assessment Information

Assessment Reported
Stanford Achievement Test, Ninth Edition, Form T, used since 1997-1998

Progress Toward Assessment Aligned with Standards
California has been granted a waiver of the deadline for having performance standards in place. California has adopted content standards in reading/language arts, mathematics, science, and history/social science. Performance standards will be adopted in 1999 and 2000.

State Definition of "Proficient"
Percentile, no levels

Exclusion from Assessment
Exempted IEPs and students with written requests from parents

Other Assessments
No information provided

Grade 10

Reading

	NPR for Average
All Students	32%
Title I Schoolwide	
Title I Targeted	

Mathematics

	NPR for Average
All Students	45%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	20%	22%
Basic level and above	58%	64%
Math, 2000		
Proficient level and above	15%	18%
Basic level and above	53%	52%

School and Teacher Demographics

Number of districts 176
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
902	271	302	32	32

Student/teacher ratio (CCD, 1998–99)

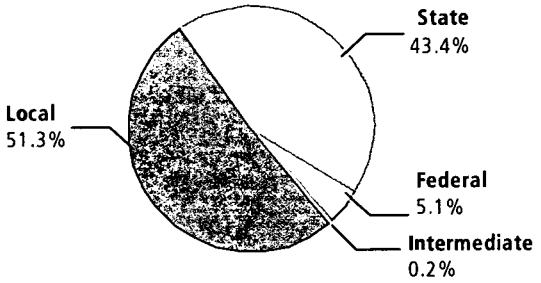
Elementary	Middle	High
18:1	18:1	18:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
19,286	8,232	10,656	493	412

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	407,525	487,684
	9–12	155,230	197,136
	Pre-K	3,366	13,068

Sources of funding
District average
(CCD, 1996–97)



54

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.9%	1.2%
Asian/Pacific Islander	2.2	2.7
Black	5.1	5.6
Hispanic	16.1	19.9
White	75.6	70.6

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	8.8%	9.1%

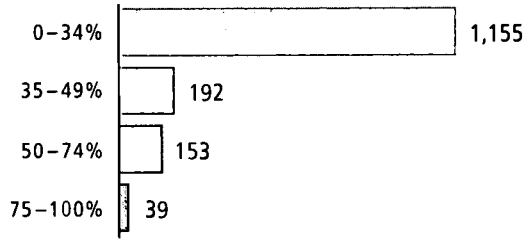
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	15,011	24,675

Migrant (OME, K–12)	1993–94	1998–99
	8,896	20,259

High school dropout rate (CCD, event)	1993–94	1997–98
	n/a	5.8%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	52%	53%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Accreditation: Letter grades based on all test scores
Rewards & sanctions after 2 years
Expected School Improvement on Assessment
No information available
Indicators for School Accountability
Test scores, graduation, attendance, dropout, expelled, suspended, percent not tested
Title I Adequate Yearly Progress (AYP) Target for Schools
Reduce difference between base index and 100 by 10% annually (Read, math, writing)
Schools Meeting Title I AYP Goal
280 (46.9%)

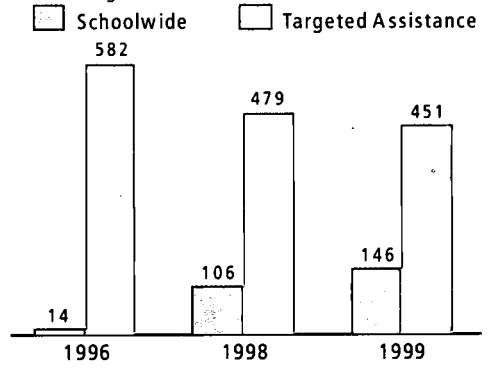
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	85,188
	9–12	483
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	1,506	379
Asian/Pacific Islander	1,109	402
Black	4,591	2,615
Hispanic	26,729	11,631
White	28,005	13,221

Title I allocation $76,109,069
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



55

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Writing

	In Progress	Partially Proficient	Proficient	Advanced	Not Tested
All Students	15.9%	43.9%	31.2%	3.0%	6.0%
Title I Schoolwide	26.5	45.8	18.4	1.2	8.1
Title I Targeted	19.1	45.7	26.3	2.0	6.8
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students					

Mathematics

All Students
Title I Schoolwide
Title I Targeted
Percent of School in Poverty
00–34
75–100
LEP Students
Migrant students

Grade 7

Writing

	In Progress	Partially Proficient	Proficient	Advanced	Not Tested
All Students	2.1%	49.4%	40.2%	0.6%	7.8%
Title I Schoolwide	4.3	64.2	21.2	0.1	10.2
Title I Targeted	3.7	57.1	26.5	0.2	12.5
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students					

Mathematics

All Students
Title I Schoolwide
Title I Targeted
Percent of School in Poverty
00–34
75–100
LEP Students
Migrant students

Assessment Information

Assessment Reported
Colorado Student Assessment Program, used since 1996–1997 (writing only for this year)

Progress Toward Assessment Aligned with Standards
Descriptors for performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Definition provided, see Appendix A

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No information provided

Other Assessments
A variety of assessments are used for math until state assessment is in place.

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	34%	30%
Basic level and above	69%	76%
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

School and Teacher Demographics

Number of districts 166
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
662	186	177	40	4

Student/teacher ratio (CCD, 1998–99)

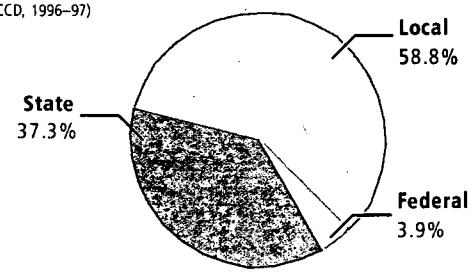
Elementary	Middle	High
15:1	13:1	13:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
18,284	8,663	11,158	583	29

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	338,378	389,325
	9–12	123,182	145,317
	Pre-K	4,870	10,056

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.2%	0.3%
Asian/Pacific Islander	2.0	2.6
Black	12.5	13.6
Hispanic	9.7	12.4
White	75.6	71.2

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	12.1%	11.3%

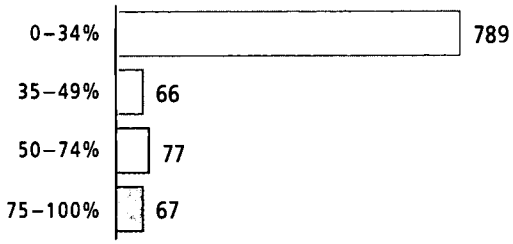
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	16,495	19,819

	1993–94	1998–99
Migrant (OME, K–12)	3,882	5,357

	1993–94	1997–98
High school dropout rate (CCD, event)	4.9%	3.5%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	72%	73%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 70 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Above 40 on 100 point performance index (3 subjects) average over 2 years (in place 2001)

Expected School Improvement on Assessment
One standard deviation over prior year

Indicators for School Accountability
Grades 4,6, and 8 CRT scores 3 subjects
Grade 10 CRT scores 4 subjects

Title I Adequate Yearly Progress (AYP) for Schools
Gain on performance index to level 2 (40) over 2 years.

Schools Meeting Title I AYP Goal
396 (93.8%)

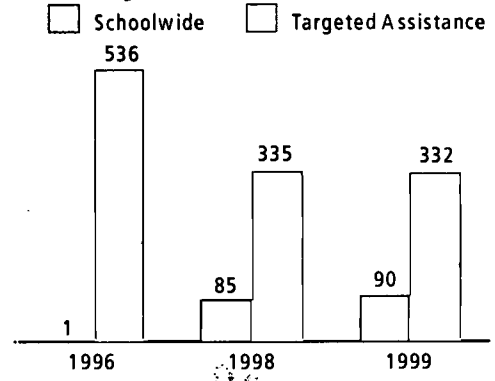
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	67,749
	9–12	6,911
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	52	162
Asian/Pacific Islander	818	598
Black	22,801	5,850
Hispanic	21,221	5,595
White	4,485	15,220

Title I allocation $73,477,384
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

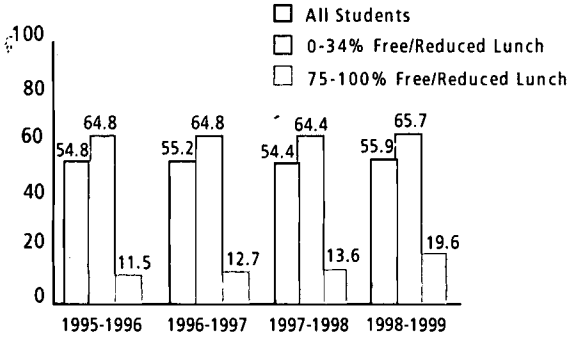
	Score Band 1	Score Band 2	Score Band 3
All Students	21.9%	22.3%	55.9%
Title I Schoolwide	51.6	28.5	20.0
Title I Targeted	22.3	23.4	54.3
Percent of School in Poverty			
00–34	14.2	20.0	65.7
75–100	52.3	28.1	19.6
LEP Students	77.0	13.1	9.9
Migrant Students	66.7	20.4	13.0

Mathematics

	Score Band 1	Score Band 2	Score Band 3	Score Band 4
All Students	8.1%	9.7%	18.1%	64.2%
Title I Schoolwide	22.8	19.6	25.4	32.2
Title I Targeted	7.9	10.1	18.6	63.5
Percent of School in Poverty				
00–34	4.3	6.9	15.8	73.0
75–100	22.0	20.1	25.2	32.7
LEP Students	44.0	20.6	15.2	20.1
Migrant Students	42.6	16.7	25.9	14.8

Student achievement trend

Reading 4th grade in Score Band 3



Grade 8

Reading/Language Arts

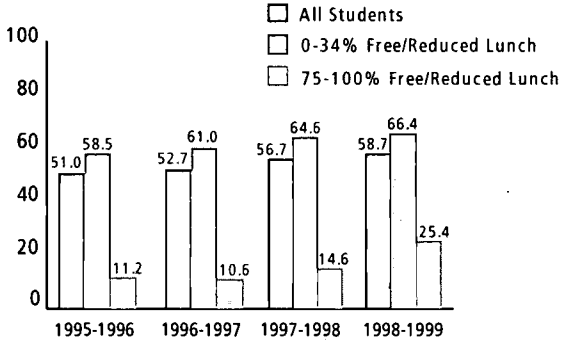
	Score Band 1	Score Band 2	Score Band 3
All Students	15.0%	17.5%	67.5%
Title I Schoolwide	39.2	29.9	30.9
Title I Targeted	13.0	16.4	70.6
Percent of School in Poverty			
00–34	10.0	15.3	74.8
75–100	34.6	30.2	35.3
LEP Students	72.7	14.1	13.1
Migrant Students	72.9	15.7	11.4

Mathematics

	Score Band 1	Score Band 2	Score Band 3	Score Band 4
All Students	8.4%	12.2%	20.7%	58.7%
Title I Schoolwide	26.7	26.8	24.5	22.0
Title I Targeted	7.0	10.8	21.2	61.0
Percent of School in Poverty				
00–34	4.5	9.4	19.7	66.4
75–100	24.2	25.7	24.7	25.4
LEP Students	55.2	17.1	8.6	19.0
Migrant Students	44.3	27.1	18.6	10.0

Student achievement trend

Math 8th grade in Score Band 4



Assessment Information

Assessment Reported
Connecticut Mastery Test, used since 1985; grades 4, 6, 8
Connecticut Academic Performance Test, used since 1995 (grade 10)
Connecticut administers the CMT in September. Fall CMT test results are considered an outcome measure for the previous school year. The CAPT is administered in May.

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient", set in 1995
Reading Score Band 3, Math Score Band 4, used since 1993, high school levels set in 1994. Definitions provided in Appendix A.

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
Percent tested: valid test scores available; percent excluded includes exemptions due to disability status or enrollment in a bilingual or ESL program, absences, and invalid test scores

Other Assessments
None

Grade 10

Reading/Language Arts

	Score Band 1	Score Band 2	Score Band 3	Score Band 4
All Students	7.6%	17.7%	35.5%	39.2%
Title I Schoolwide	17.3	33.7	39.5	9.5
Title I Targeted	7.1	19.0	38.6	35.2

Mathematics

	Score Band 1	Score Band 2	Score Band 3	Score Band 4
All Students	7.6%	11.9%	37.4%	43.1%
Title I Schoolwide	26.7	26.9	38.6	7.8
Title I Targeted	5.4	11.3	37.7	45.6

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	46%	42%
Basic level and above	78%	82%
Math, 2000:		
Proficient level and above	32%	34%
Basic level and above	77%	72%

School and Teacher Demographics

Number of districts 19
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
93	45	33	14	0

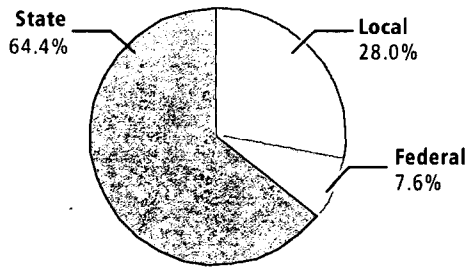
Student/teacher ratio	Elementary	Middle	High
(CCD, 1998–99)	17:1	17:1	16:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
2,767	1,895	2,062	268	0

Public school enrollment		1989–90	1998–99
(CCD)	K–8	70,699	79,353
(By state definition)	9–12	27,109	33,355
	Pre-K	n/a	602

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity	1989–90	1998–99
American Indian/Alaskan Natives	0.1%	0.2%
Asian/Pacific Islander	1.5	2.0
Black	26.9	30.4
Hispanic	2.6	4.9
(CCD, K–12) White	68.7	62.4

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	12.4%	11.5%

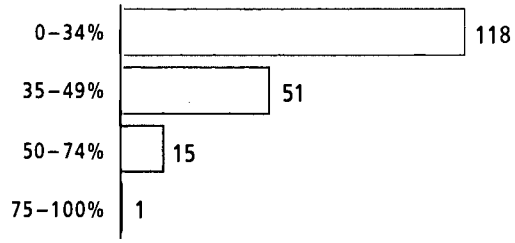
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	1,470	1,928

	1993–94	1998–99
Migrant (OME, K–12)	740	586

	1993–94	1997–98
High school dropout rate (CCD, event)	4.6%	4.7%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	65%	84%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Meet state standards on DSTP (4 subjects) — Performance Ratings

Expected School Improvement on Assessment
Absolute score, average improved peformance, and improved lower levels over 2 years of scores

Indicators for School Accountability
CRT (DSTP)

Title I Adequate Yearly Progress (AYP) for Schools
Same system (by 2001)

Schools Meeting Title I AYP Goal
13 (12.9%)

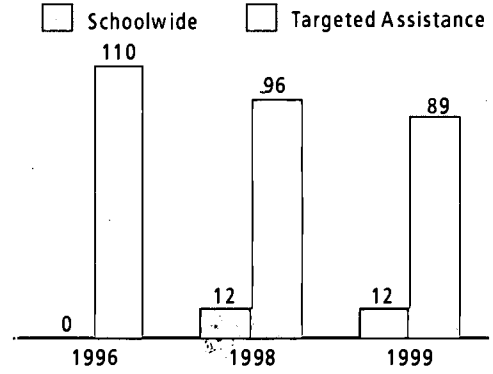
Title I Schools

Title I enrollment		1998–99
	K–8	16,199
	9–12	189
(USED)	Pre-K	n/a

Race/ethnicity	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	n/a	20
Asian/Pacific Islander	70	94
Black	2,228	3,678
Hispanic	457	691
(USED, K–12) White	4,385	4,977

Title I allocation $19,525,179
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

	Well Below the Standard	Below the Standard	Meets Standard	Exceeds Standard	Distinguished
All Students	16.0%	15.4%	47.7%	11.7%	9.2%
Title I	32.0	26.3	35.6	4.0	2.1
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	61.6	21.2	14.1	2.0	1.0
Migrant students					

Mathematics

	Well Below the Standard	Below the Standard	Meets Standard	Exceeds Standard	Distinguished
All Students	17.5%	19.0%	49.0%	10.9%	3.7%
Title I	29.9	27.7	36.7	4.2	1.6
Percent of School in Poverty					
00–34					
75–100					
LEP Students	49.5	27.3	22.2	0	1.0
Migrant students					

Grade 8

Reading/Language Arts

	Well Below the Standard	Below the Standard	Meets Standard	Exceeds Standard	Distinguished
All Students	20.1%	17.8%	54.1%	5.3%	2.8%
Title I	20.1	17.8	54.1	5.3	2.8
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	53.6	16.1	28.6	1.8	0
Migrant students					

Mathematics

	Well Below the Standard	Below the Standard	Meets Standard	Exceeds Standard	Distinguished
All Students	40.0%	24.2%	23.7%	5.4%	6.6%
Title I	49.6	22.4	19.2	3.9	4.9
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	78.6	16.1	1.8	0	3.6
Migrant students					

Assessment Information

Assessment Reported
Delaware Student Testing Program

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Meets the standard-very good performance.

Exclusion from Assessment
Small percentage of students with disabilities and LEP students as per decision of IEP or child study team

Other Assessments
None

Grade 10

Reading

	Well Below the Standard	Below the Standard	Meets Standard	Exceeds Standard	Distinguished
All Students	25.2%	21.1%	49.1%	3.1%	1.5%
Title I	64.0	22.0	14.0	0	0
Title I Targeted					

Mathematics

	Well Below the Standard	Below the Standard	Meets Standard	Exceeds Standard	Distinguished
All Students	42.3%	27.2%	20.7%	3.4%	6.5%
Title I	76.0	20.0	4.0	0	0
Title I Targeted					

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	25%	25%
Basic level and above	57%	66%
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

District of Columbia

http://www.k12.dc.us/dcps/

School and Teacher Demographics

Number of districts 1
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
108	21	21	0	11

Student/teacher ratio (CCD, 1998–99)

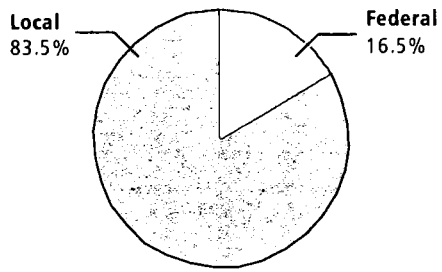
Elementary	Middle	High
14:1	15:1	14:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
3,241	717	891	0	127

Public school enrollment		1989–90	1998–99
(CCD)	K–8	60,662	51,284
(By state definition)	9–12	20,639	15,779
	Pre-K	3,749	4,831

Sources of funding
District average
(CCD, 1996–97)



66

Student Demographics

Race/ethnicity	1989–90	1998–99
American Indian/Alaskan Natives	0.0%	0.1%
Asian/Pacific Islander	0.9	1.6
Black	90.7	85.9
Hispanic	4.6	8.3
(CCD, K–12) White	3.7	4.3

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	7.3%	12.9%

	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	3,417	4,911

	1993–94	1998–99
Migrant (OME, K–12)	326	734

	1993–94	1997–98
High school dropout rate (CCD, event)	n/a	12.8%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	71%	84%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None
Expected School Improvement on Assessment
School-based system of goal setting.
Indicators for School Accountability
Performance Index, NCE Scores, Attendence, Percent Tested
Title I Adequate Yearly Progress (AYP) Target for Schools
Decreasing the percentage of students scoring Below Basic in Math and Reading, Increasing the percentage of students scoring Proficient in Math and Reading, and maintaining a stable percentage of students scoring Advanced in Math and Reading.
Schools Meeting Title I AYP Goal
25 (20%)

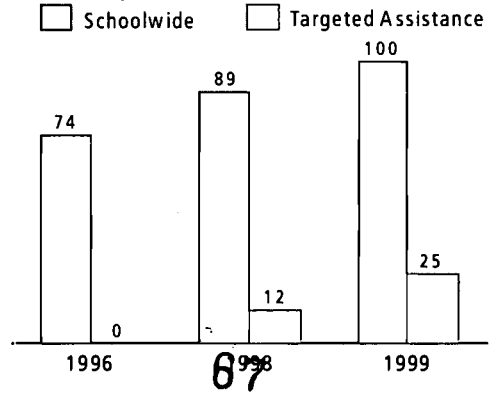
Title I Schools

Title I enrollment		1998–99
	K–8	45,876
	9–12	8,606
(USED)	Pre-K	4,547

Race/ethnicity	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	n/a	n/a
Asian/Pacific Islander	837	160
Black	41,377	11,257
Hispanic	4,048	962
(USED, K–12) White	154	211

Title I allocation $23,913,098
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



67

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Elementary Grades 1-6

Reading/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students	24.1%	46.1%	23.1%	6.7%
Title I Schoolwide	27.4	48.8	20.2	3.5
Title I Targeted	16.4	45.6	29.5	8.5
Percent of School in Poverty				
00–34	4.1	21.6	40.0	34.3
75–100	27.2	48.9	20.4	3.5
LEP Students	43.6	43.7	7.4	0.3
Migrant students	21.1	55.5	19.5	3.9

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	31.9%	40.9%	21.3%	5.9%
Title I Schoolwide	35.2	42.8	18.8	3.2
Title I Targeted	34.0	42.5	19.7	3.8
Percent of School in Poverty				
00–34	7.2	25.0	40.3	27.5
75–100	35.1	42.5	19.1	3.2
LEP Students	47.9	39.9	10.6	1.6
Migrant students	36.4	37.1	25.0	1.5

Middle and Junior High Grades 6–9

Reading/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students	24.4%	50.8%	21.7%	3.1%
Title I Schoolwide	28.8	53.3	16.8	1.0
Title I Targeted	23.6	52.0	22.3	2.2
Percent of School in Poverty				
00–34	6.4	38.3	41.5	13.9
75–100	30.2	51.3	17.5	0.9
LEP Students	71.2	28.0	0.8	0.0
Migrant students	39.1	52.2	8.7	0.0

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	57.3%	30.3%	10.2%	2.1%
Title I Schoolwide	66.1	26.6	6.5	0.9
Title I Targeted	54.9	33.2	10.6	1.2
Percent of School in Poverty				
00–34	26.5	38.8	24.7	10.0
75–100	66.0	26.4	7.0	0.6
LEP Students	79.6	15.4	4.2	0.8
Migrant students	75.0	25.0	0.0	0.0

Assessment Information

Assessment Reported
Stanford Achievement Test Version 9. The District of Columbia was unable to report results by grade this year.

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient", set in 1995
Represents solid academic performance that students are prepared for this grade level

Definition of Title I Targeted
All students in targeted assistance

Exclusion from Assessment
LEP and IEP

Other Assessments
ESL Portfolio Assessment

High School Grades 10–12

Reading/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students	50.6%	40.2%	8.4%	0.8%
Title I Schoolwide	67.0	30.1	2.7	0.1
Title I Targeted	52.5	41.9	5.3	0.3

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	80.0%	16.1%	3.4%	0.4%
Title I Schoolwide	86.8	11.2	1.8	0.2
Title I Targeted	84.3	13.9	1.7	0.1

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	10%	12%
Basic level and above	38%	44%
Math, 2000:		
Proficient level and above	6%	6%
Basic level and above	25%	23%

School and Teacher Demographics

Number of districts 67
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
1,648	487	416	486	7

Student/teacher ratio (CCD, 1998–99)

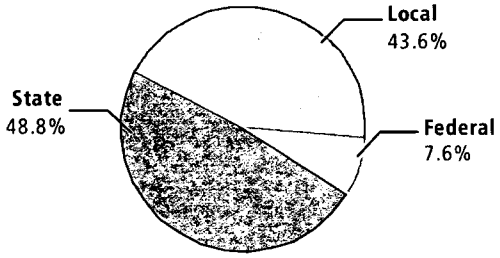
Elementary	Middle	High
18:1	20:1	19:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
64,360	25,636	30,776	5,715	208

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	1,303,439	1,649,915
	9–12	486,486	633,560
	Pre-K	n/a	53,986

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.2%	0.3%
Asian/Pacific Islander	1.4	1.8
Black	23.8	25.4
Hispanic	11.9	17.1
White	62.8	55.4

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	11.4%	12.9%

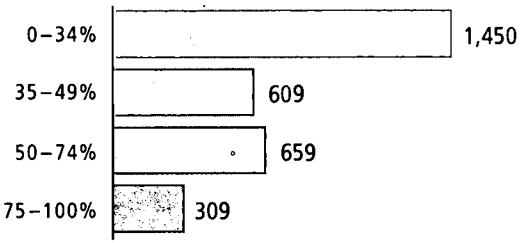
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	57,710	288,603

	1993–94	1998–99
Migrant (OME, K–12)	54,595	52,715

	1993–94	1997–98
High school dropout rate (CCD, event)	n/a	n/a

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	49%	54%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 17 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
A+ Plan: For C grade: 60% at level 2 (FCAT reading, math)
Writing 50% level 3 elem., 67% mid., 75% HS
Rewards & sanctions
Expected School Improvement on Assessment
To attain grade A/B— gain 2 percent students at level 3 (FCAT)
Indicators for School Accountability
NRT scores, attendance, dropout, suspension rates
Title I Adequate Yearly Progress (AYP) for Schools
Transition:High School: >85 percent pass Lang. Arts, >80 percent pass Math, >67 percent Writing. Middle School: >40 percent over 50th percentile NRT. Elementary school: >33 percent over 50th percentile NRT
Schools Meeting Title I AYP Goal
904 (92.5%)

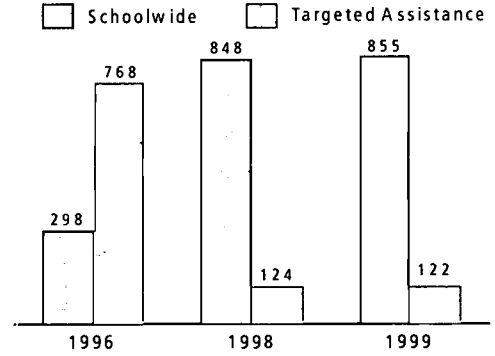
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	691,618
	9–12	10,694
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	1,871	54
Asian/Pacific Islander	8,413	199
Black	267,962	4,572
Hispanic	147,654	2,096
White	264,751	10,725

Title I allocation $363,243,233
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



70
71

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Level 1	Level 2	Level3	Level 4	Level 5
All Students	30%	17%	31%	18%	3%
Title I Schoolwide	23	18	36	21	3
Title I Targeted	43	18	26	12	1
Percent of School in Poverty					
00–34	15	15	37	28	5
75–100	53	18	21	8	1
LEP Students	73	15	10	2	0
Migrant students	63	19	15	3	0

Grade 8

Reading/Language Arts

	Level 1	Level 2	Level3	Level 4	Level 5
All Students	22%	30%	34%	13%	1%
Title I Schoolwide	22	32	34	11	1
Title I Targeted	38	32	24	6	0
Percent of School in Poverty					
00–34	12	25	40	20	3
75–100	46	31	19	4	0
LEP Students	72	23	5	0	0
Migrant students	49	35	14	3	0

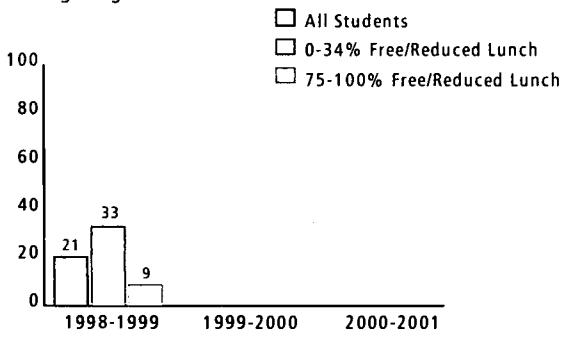
Grade 5

Mathematics

	Level 1	Level 2	Level3	Level 4	Level 5
All Students	28%	33%	23%	14%	2%
Title I Schoolwide	22	36	27	13	2
Title I Targeted	39	34	18	8	1
Percent of School in Poverty					
00–34	13	30	30	23	4
75–100	48	32	14	5	1
LEP Students	63	27	8	2	0
Migrant students	52	32	12	4	0

Student achievement trend

Reading 4th grade meets or exceeds Proficient



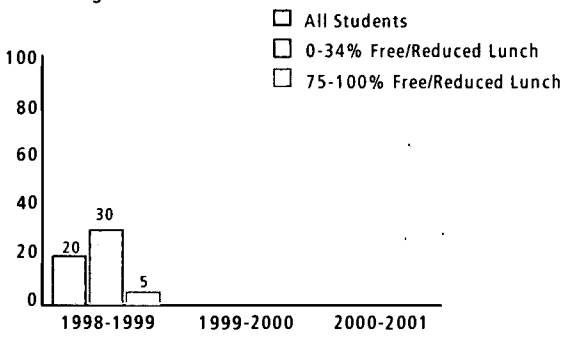
Grade 8

Mathematics

	Level 1	Level 2	Level3	Level 4	Level 5
All Students	27%	24%	30%	13%	7%
Title I Schoolwide	26	25	32	12	6
Title I Targeted	46	25	21	6	2
Percent of School in Poverty					
00–34	14	20	35	18	12
75–100	54	24	17	4	1
LEP Students	66	22	10	1	1
Migrant students	54	26	18	2	0

Student achievement trend

Math 8th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Florida Comprehensive Assessment Test, First year in use

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Level 4: see Appendix A

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
Absence, sickness, temporary disability, etc.

Other Assessment
Stanford Achievement Test, 9th Edition
High School Competency Test

Grade 10

Reading

	Level 1	Level 2	Level3	Level 4	Level 5
All Students	28%	39%	21%	7%	5%
Title I Schoolwide	33	40	18	6	4
Title I Targeted	46	36	13	3	2

Mathematics

	Level 1	Level 2	Level3	Level 4	Level 5
All Students	22%	27%	26%	21%	4%
Title I Schoolwide	22	31	26	18	3
Title I Targeted	34	33	21	11	1

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	23%	23%
Basic level and above	54%	65%
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

School and Teacher Demographics

Number of districts 180
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
1,146	345	282	66	4

Student/teacher ratio (CCD, 1998–99)

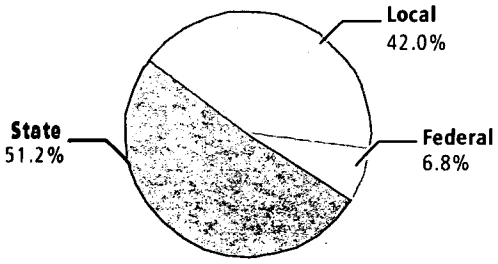
Elementary	Middle	High
16:1	15:1	17:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
45,989	18,815	20,487	3,116	251

Public school enrollment		1989–90	1998–99
(CCD)	K–8	828,426	998,607
(By state definition)	9–12	298,109	371,905
	Pre-K	n/a	30,779

Sources of funding
District average
(CCD, 1996–97)



74

Student Demographics

Race/ethnicity	1989–90	1998–99
American Indian/Alaskan Natives	n/a	0.1%
Asian/Pacific Islander	n/a	2.0
Black	n/a	37.8
Hispanic	n/a	3.3
(CCD, K–12) White	n/a	55.7

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	8.0%	10.5%

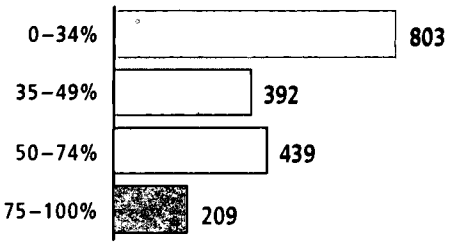
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	6,194	14,339

	1993–94	1998–99
Migrant (OME, K–12)	13,373	17,949

	1993–94	1997–98
High school dropout rate (CCD, event)	9.0%	7.3%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	59%	57%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
(Developing) Letter grades A-F scale on all test scores
Rewards & sanctions

Expected School Improvement on Assessment
Grade for improvement on scale score

Indicators for School Accountability
NRT (CTBS) test scores

Title I Adequate Yearly Progress (AYP) for Schools
>40th percentile on NRT (4 subjects) Grade 3, 5, 8
Increase 8% above 40th percentile

Schools Meeting Title I AYP Goal
307 (30.1%)

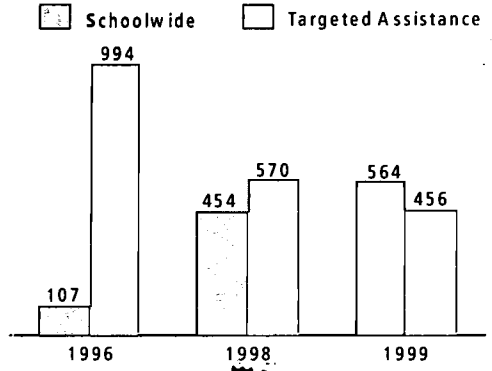
Title I Schools

Title I enrollment		1998–99
	K–8	357,660
	9–12	22,895
(USED)	Pre-K	n/a

Race/ethnicity	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	292	45
Asian/Pacific Islander	3,958	535
Black	212,812	23,055
Hispanic	16,195	2,256
(USED, K–12) White	100,314	24,227

Title I allocation $202,949,654
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



75

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

	Less than Proficient	Proficient	Advanced Proficient
All Students	37.5%	45.7%	16.8%
Title I Schoolwide			
Title I Targeted	53.7	37.6	8.7
Percent of School in Poverty			
00–34			
75–100			
LEP Students	79.7	19.7	0.6
Migrant students			

Mathematics

	Less than Proficient	Proficient	Advanced Proficient
All Students	37.5%	37.7%	24.8%
Title I Schoolwide			
Title I Targeted	50.6	36.1	13.3
Percent of School in Poverty			
00–34			
75–100			
LEP Students	74.5	21.8	3.7
Migrant students			

Grade 8

Reading/Language Arts

	Less than Proficient	Proficient	Advanced Proficient
All Students	40.6%	40.4%	19.0%
Title I Schoolwide			
Title I Targeted	59.5	31.5	9.0
Percent of School in Poverty			
00–34			
75–100			
LEP Students	84.7	14.3	1.0
Migrant students			

Mathematics

	Less than Proficient	Proficient	Advanced Proficient
All Students	36.3%	40.8%	22.9%
Title I Schoolwide			
Title I Targeted	49.9	38.2	11.9
Percent of School in Poverty			
00–34			
75–100			
LEP Students	70.4	25.2	4.4
Migrant students			

Assessment Information

Assessment Reported
Iowa Test of Basic Skills

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Meets standard, students performing in the 40th-79th percentile range.

Exclusion from Assessment
No information provided

Other Assessments
No information provided

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	24%	25%
Basic level and above	55%	68%
Math, 2000:		
Proficient level and above	18%	19%
Basic level and above	58%	56%

School and Teacher Demographics

Number of districts 1
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
175	32	36	9	1

Student/teacher ratio (CCD, 1998–99)

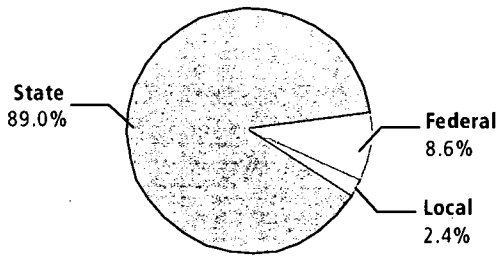
Elementary	Middle	High
18:1	18:1	18:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
5,704	1,506	3,084	231	38

Public school enrollment		1989–90	1998–99
(CCD)	K–8	123,496	133,957
(By state definition)	9–12	45,997	53,338
	Pre-K	n/a	674

Sources of funding
District average
(CCD, 1996–97)



78

Student Demographics

Race/ethnicity	1989–90	1998–99
American Indian/Alaskan Natives	0.3%	0.4%
Asian/Pacific Islander	71.7	71.7
Black	2.6	2.4
Hispanic	2.3	4.6
(CCD, K–12) White	23.0	20.8

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	6.8%	10.6%

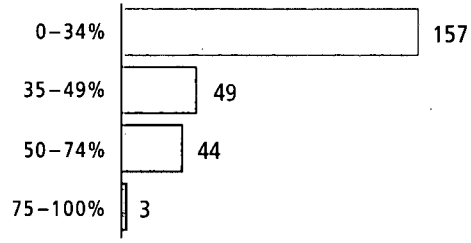
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	8,407	12,349

	1993–94	1998–99
Migrant (OME, K–12)	n/a	3,343

	1993–94	1997–98
High school dropout rate (CCD, event)	4.9%	n/a

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	62%	73%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Developing

Expected School Improvement on Assessment
No information available

Indicators for School Accountability
SAT-9 in Reading and Math, attendance, school indicators

Title I Adequate Yearly Progress (AYP) for Schools
75% or 2% gain, SAT-9 stanine 5-9
2% gain attendance

Schools Meeting Title I AYP Goal
34 (24.6%)

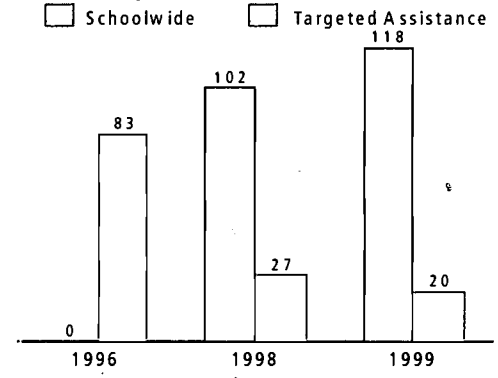
Title I Schools

Title I enrollment		1998–99
	K–8	71,221
	9–12	5,541
(USED)	Pre-K	522

Race/ethnicity	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	339	n/a
Asian/Pacific Islander	51,771	1,099
Black	1,975	44
Hispanic	2,087	52
(USED, K–12) White	11,863	292

Title I allocation $20,816,400
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



79

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

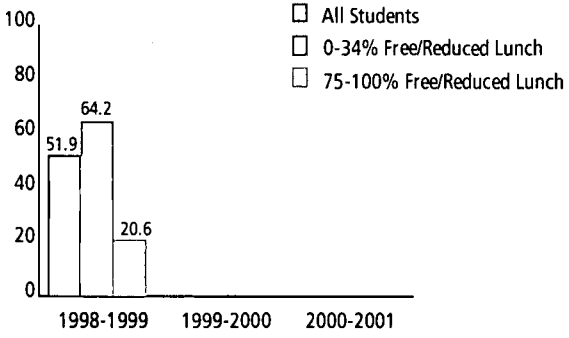
	Stanines 1-3	Stanine 4	Stanines 5-6	Stanines 7-9
All Students	27.7%	20.4%	35.6%	16.3%
Title I Schoolwide	33.8	22.2	32.2	11.8
Title I Targeted	28.9	19.0	37.9	14.3
Percent of School in Poverty				
00–34	18.2	17.7	41.0	23.2
75–100	55.2	24.3	17.9	2.7
LEP Students	48.4	25.2	23.2	3.2
Migrant students				

Mathematics

	Stanines 1-3	Stanine 4	Stanines 5-6	Stanines 7-9
All Students	24.3%	17.6%	34.7%	23.4%
Title I Schoolwide	29.9	19.1	32.6	18.4
Title I Targeted	24.7	17.8	37.5	20.1
Percent of School in Poverty				
00–34	15.6	16.0	37.6	30.8
75–100	56.1	17.1	22.9	3.9
LEP Students	37.0	22.1	28.7	12.2
Migrant students				

Student achievement trend

Reading 3rd grade meets or exceeds Proficient



Grade 7

Reading/Language Arts

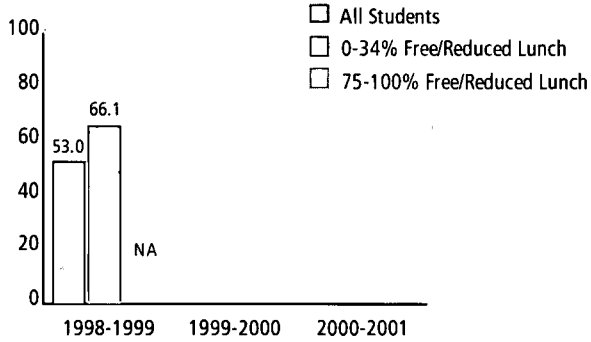
	Stanines 1-3	Stanine 4	Stanines 5-6	Stanines 7-9
All Students	28.4%	18.6%	35.3%	17.7%
Title I Schoolwide	37.6	21.2	29.8	11.4
Title I Targeted	33.8	20.8	32.4	12.9
Percent of School in Poverty				
00–34	18.1	15.8	41.2	24.9
75–100				
LEP Students	72.8	14.3	11.2	1.7
Migrant students				

Mathematics

	Stanines 1-3	Stanine 4	Stanines 5-6	Stanines 7-9
All Students	24.4%	21.1%	32.2%	22.3%
Title I Schoolwide	34.4	24.6	28.1	12.9
Title I Targeted	26.5	22.8	32.9	17.9
Percent of School in Poverty				
00–34	15.1	17.8	35.1	32.0
75–100				
LEP Students	72.0	16.1	9.8	2.0
Migrant students				

Student achievement trend

Math 7th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Stanford Achievement Test version 9, used since 1999

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1998
Stanines 5–6

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No appropriate test form for all special education students

Other Assessments
Hawaii State Test of Essential Competencies

Grade 9

Reading

	Stanines 1-3	Stanine 4	Stanines 5-6	Stanines 7-9
All Students	35.9%	23.1%	30.3%	10.8%
Title I Schoolwide	51.3	26.2	18.8	3.8
Title I Targeted	37.2	22.1	29.5	11.3

Reading

	Stanines 1-3	Stanine 4	Stanines 5-6	Stanines 7-9
All Students	21.5%	22.0%	36.3%	20.2%
Title I Schoolwide	33.7	28.2	30.6	7.6
Title I Targeted	22.9	30.6	33.4	13.1

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	17%	19%
Basic level and above	45%	60%
Math, 2000:		
Proficient level and above	14%	16%
Basic level and above	55%	52%

School and Teacher Demographics

Number of districts 114
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
339	114	163	28	5

Student/teacher ratio (CCD, 1998–99)

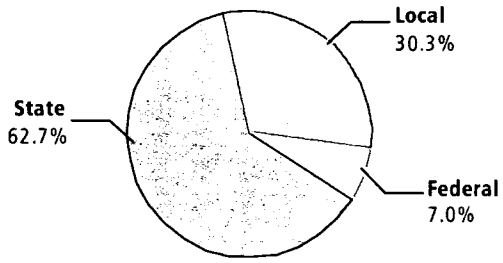
Elementary	Middle	High
19:1	18:1	18:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
6,126	2,945	3,936	272	143

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	156,602	166,315
	9–12	58,330	76,007
	Pre-K	n/a	2,123

Sources of funding
District average
(CCD, 1996–97)



82

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	n/a	n/a
Asian/Pacific Islander	n/a	n/a
Black	n/a	n/a
Hispanic	n/a	n/a
White	n/a	n/a

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	8.4%	10.2%

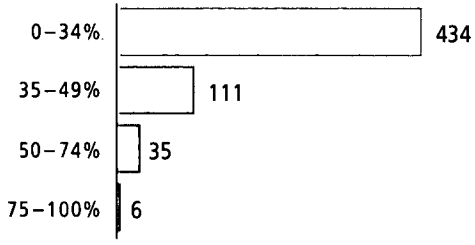
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	3,440	12,210

	1993–94	1998–99
Migrant (OME, K–12)	11,632	10,448

	1993–94	1997–98
High school dropout rate (CCD, event)	n/a	6.7%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	48%	47%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 63 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
School accreditation based on index

Expected School Improvement on Assessment
None

Indicators for School Accountability
Attendance, dropout rates, test scores

Title I Adequate Yearly Progress (AYP) for Schools
Combined scores on NRT, performance tests (Math, Writing), local measures.

Schools Meeting Title I AYP Goal
383 (96.5%)

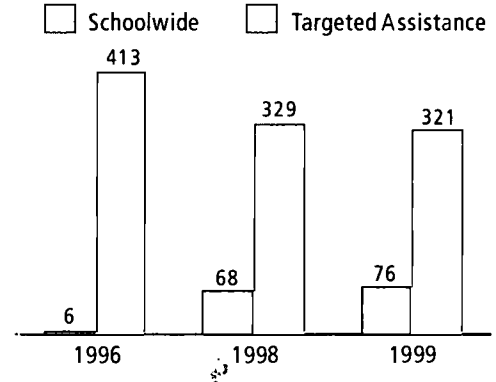
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	54,369
	9–12	3,384
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	609	1,070
Asian/Pacific Islander	512	300
Black	300	237
Hispanic	7,757	5,472
White	12,381	25,171

Title I allocation $26,596,548
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



83

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Below Part. Prof.	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide	7.5%	20.4%	41.7%	30.4%
Title I Targeted	4.7	31.2	53.8	10.4
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Below Part. Prof.	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide	6.8%	19.5%	47.5%	26.2%
Title I Targeted	4.9	26.3	53.5	15.4
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Grade 8

Reading/Language Arts

	Below Part. Prof.	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide	8.2%	16.1%	48.3%	27.4%
Title I Targeted	8.4	33.5	45.9	12.0
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Below Part. Prof.	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide	12.5%	16.5%	52.8%	18.2%
Title I Targeted	8.5	29.8	47.8	14.0
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Assessment Information

Assessment Reported
Iowa Test of Basic Skills, Tests of Achievement and Proficiency, Form K

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
See Appendix A

Exclusion from Assessment
IEP and LEP students, students absent from school
Some home school students participated

Other Assessments
Idaho Direct Math/Writing Assessments,

Grade 10

Reading

	Below Part. Prof.	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide	14.9%	22.6%	41.6%	20.9%
Title I Targeted	17.0	34.6	38.4	10.0

Mathematics

	Below Part. Prof.	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide	24.0%	27.3%	34.8%	13.9%
Title I Targeted	19.7	33.2	41.0	6.1

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000		
Proficient level and above	21%	27%
Basic level and above	70%	71%

School and Teacher Demographics

Number of districts 976
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
2,616	721	744	129	41

Student/teacher ratio (CCD, 1998–99)

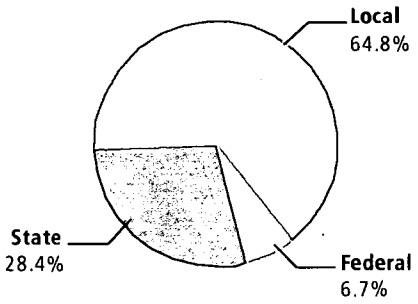
Elementary	Middle	High
18:1	16:1	16:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
63,343	19,714	33,002	2,074	490

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	1,280,021	1,389,843
	9–12	517,334	558,505
	Pre-K	n/a	59,389

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.1%	0.2%
Asian/Pacific Islander	2.6	3.2
Black	21.9	21.4
Hispanic	9.3	13.9
White	66.0	61.4

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	11.5%	11.9%

	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	73,185	118,246

	1993–94	1998–99
Migrant (OME, K–12)	3,619	3,266

	1993–94	1997–98
High school dropout rate (CCD, event)	n/a	6.9%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	64%	70%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Early warning /Academic watch list >50 percent students above IGAP state goals (4 subjects) (in transition to new system).

Expected School Improvement on Assessment
Gains to meet 50 percent in 5 years

Indicators for School Accountability
None

Title I Adequate Yearly Progress (AYP) for Schools
Annual gain to 90% proficient by 2007

Schools Meeting Title I AYP Goal
1,532 (67.8%)

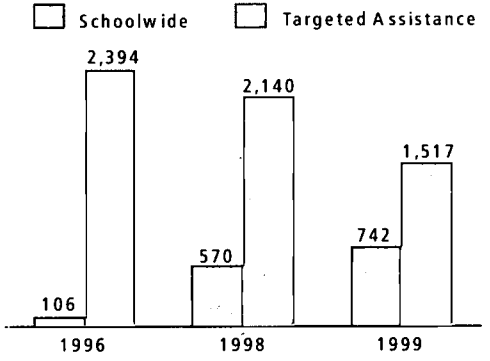
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	374,668
	9–12	52,199
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	374	182
Asian/Pacific Islander	3,933	2,018
Black	187,909	23,448
Hispanic	79,144	28,585
White	65,784	52,303

Title I allocation $335,498,088
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

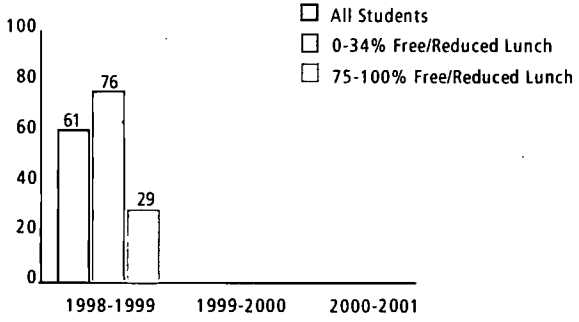
	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
All Students	8%	31%	44%	17%
Title I Schoolwide	18	48	29	5
Title I Targeted	5	29	48	18
Percent of School in Poverty				
00–34	3	22	51	25
75–100	20	50	26	3
LEP Students				
Migrant students				

Mathematics

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
All Students	12%	20%	47%	21%
Title I Schoolwide	26	32	36	6
Title I Targeted	8	19	52	21
Percent of School in Poverty				
00–34	5	13	52	31
75–100	28	34	34	4
LEP Students				
Migrant students				

Student achievement trend

Reading 3rd grade meets or exceeds Standards



Grade 8

Reading/Language Arts

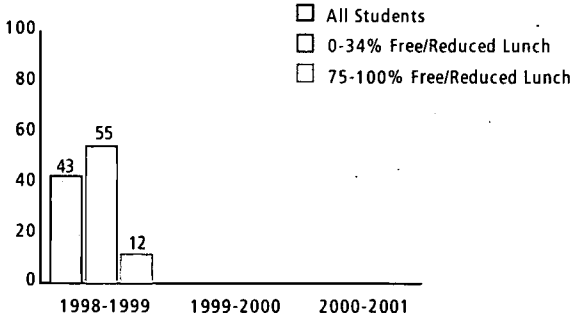
	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
All Students	1%	27%	54%	18%
Title I Schoolwide	2	47	45	6
Title I Targeted	1	27	55	17
Percent of School in Poverty				
00–34	1	19	57	23
75–100	2	48	45	5
LEP Students				
Migrant students				

Mathematics

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
All Students	5%	52%	36%	7%
Title I Schoolwide	12	73	14	1
Title I Targeted	4	54	36	5
Percent of School in Poverty				
00–34	2	43	45	10
75–100	12	75	12	0
LEP Students				
Migrant students				

Student achievement trend

Math 8th grade meets or exceeds Standards



Assessment Information

Assessment Reported
Illinois Standards Achievement Test, first use

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
http://www.isbe.state.il.us/isat/mathperfdef.html
http://www.isbe.state.il.us/isat/readperfdef.html

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
http://www.isbe.state.il.us/isat/ideanew.htm

Other Assessments
2001 Prairie State Achievement Examination (PSAE)
Illinois Measure of Annual Growth in English (IMAGE)

Grade 10

Reading

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
All Students	5%	25%	55%	15%
Title I Schoolwide	16	47	34	3
Title I Targeted	5	25	56	14

Mathematics

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
All Students	6%	41%	47%	5%
Title I Schoolwide	20	65	15	0
Title I Targeted	5	42	48	4

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	22%	27%
Basic level and above	66%	68%

School and Teacher Demographics

Number of districts 295
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
1,159	322	354	47	4

Student/teacher ratio (CCD, 1998–99)

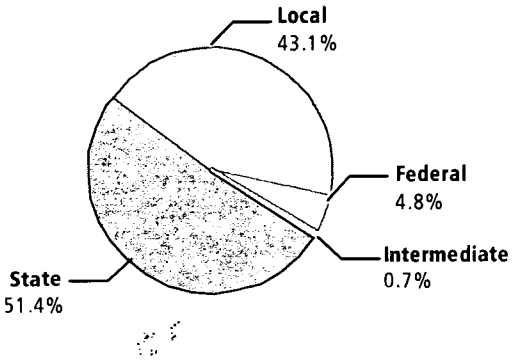
Elementary	Middle	High
18:1	17:1	18:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
27,039	10,837	16,927	1,348	195

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	671,036	688,588
	9–12	283,129	289,486
	Pre-K	n/a	5,557

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.1%	0.2%
Asian/Pacific Islander	0.6	0.9
Black	10.9	11.4
Hispanic	1.8	2.8
White	86.5	84.7

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	11.1%	12.7%

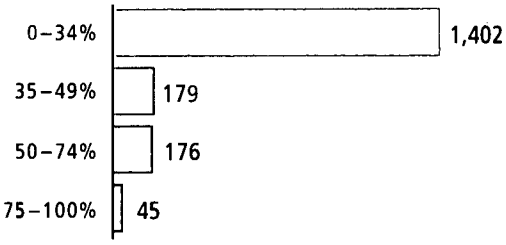
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	25,884	43,939

	1993–94	1998–99
Migrant (OME, K–12)	5,491	7,863

	1993–94	1997–98
High school dropout rate (CCD, event)	4,001	9,195

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	55%	62%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 84 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Sixty-six percent meet standard for Math, Lang. Arts. Accreditation

Expected School Improvement on Assessment
Gain 5 percent of students meet standard per year Rewards.

Indicators for School Accountability
Attendance rate, CRT, NRT (ISTEP) scores

Title I Adequate Yearly Progress (AYP) for Schools
Same as statewide goal

Schools Meeting Title I AYP Goal
682 (82.6%)

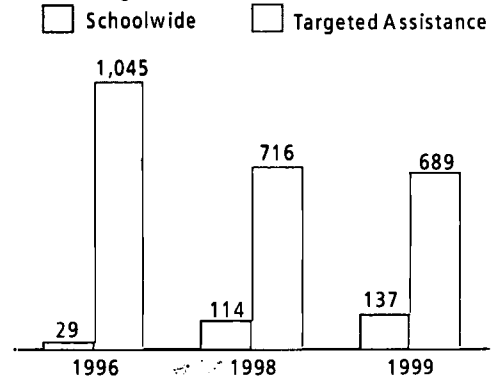
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	105,437
	9–12	2,360
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	n/a	n/a
Asian/Pacific Islander	126	87
Black	256	172
Hispanic	22,677	8,895
White	2,293	2,190

Title I allocation $120,290,300
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

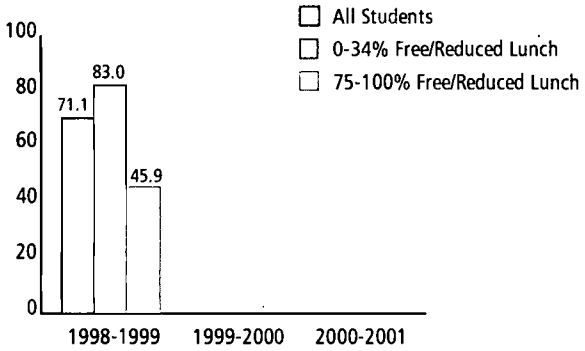
Grade 3

Reading/Language Arts

	Level I	Level II	Level III
All Students	30.0%	50.3%	20.8%
Title I Schoolwide	55.6	42.9	1.5
Title I Targeted	28.9	53.8	17.3
Percent of School in Poverty			
00–34	17.0	52.4	30.6
75–100	54.1	44.7	1.2
LEP Students			
Migrant students			

Mathematics

	Level I	Level II	Level III
All Students	18.8%	46.7%	34.5%
Title I Schoolwide	34.6	57.9	7.5
Title I Targeted	17.6	48.6	33.8
Percent of School in Poverty			
00–34	10.7	42.2	47.2
75–100	31.8	61.2	7.1
LEP Students			
Migrant students			



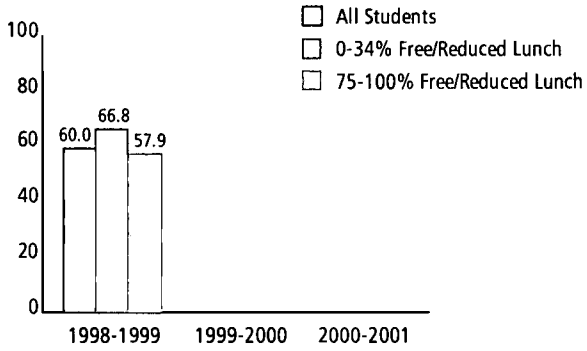
Grade 8

Reading/Language Arts

	Level I	Level II	Level III
All Students	32.1%	50.2%	17.7%
Title I Schoolwide	75.0	25.0	0.0
Title I Targeted	41.5	41.5	17.0
Percent of School in Poverty			
00–34	20.4	57.1	22.5
75–100	66.0	34.0	0.0
LEP Students			
Migrant students			

Mathematics

	Level I	Level II	Level III
All Students	40.0%	50.1%	9.9%
Title I Schoolwide	83.3	16.6	1.0
Title I Targeted	41.5	50.9	7.5
Percent of School in Poverty			
00–34	33.1	55.0	11.8
75–100	42.9	50.8	7.1
LEP Students			
Migrant students			



Assessment Information

Assessment Reported
Indiana Statewide Testing for Educational Progress Plus, modified in 1987

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," modified in 1997
Meets standard

Exclusion from Assessment
Exempted through IEP or LEP status

Other Assessments
None

Grade 10

Reading

	Level I	Level II	Level III
All Students	24.4%	57.4%	18.2%
Title I Schoolwide	100.0	0.0	0.0
Title I Targeted	42.9	42.9	14.3

Mathematics

	Level I	Level II	Level III
All Students	29.3%	62.8%	8.0%
Title I Schoolwide	100.0	0.0	0.0
Title I Targeted	42.9	57.1	0.0

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	31%	31%
Basic level and above	79%	76%

School and Teacher Demographics

Number of districts 377
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
834	293	376	28	7

Student/teacher ratio (CCD, 1998–99)

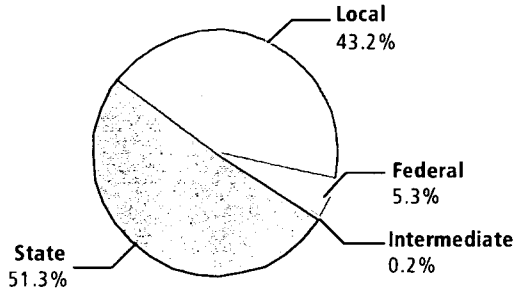
Elementary	Middle	High
15:1	14:1	14:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
14,897	6,846	11,166	627	155

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	338,422	326,051
	9–12	140,064	155,834
	PreK	3,417	3,294

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.3%	0.5%
Asian/Pacific Islander	1.3	1.7
Black	2.7	3.6
Hispanic	1.1	2.8
White	94.5	91.4

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	11.1%	12.6%

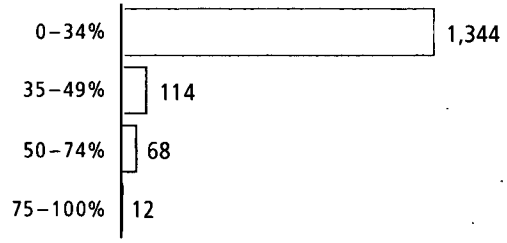
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	3,603	7,304

Migrant (OME, K–12)	1993–94	1998–99
	1,330	5,052

High school drop-out rate (CCD, event)	1993–94	1997–98
	3.4%	2.9%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	64%	67%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None, goals established locally.

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I Adequate Yearly Progress (AYP) Target for Schools
Districts set targets, same for Title I and all schools

Schools Meeting Title I AYP Goal
730 (83.1%)

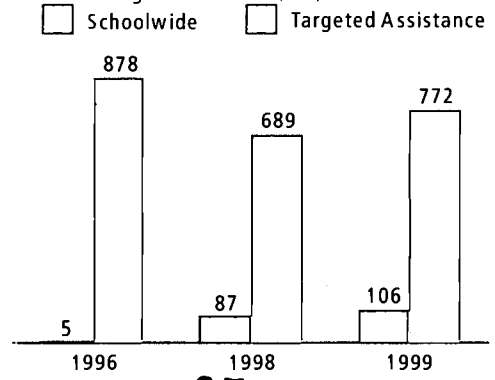
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	49,680
	9–12	88
	PreK	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	556	149
Asian/Pacific Islander	508	316
Black	3,853	1,019
Hispanic	2,411	1,187
White	16,878	29,633

Title I allocation $54,102,575
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998 to 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading

	Low	Intermediate	High
All Students	31.4%	53.7%	14.9%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Mathematics

	Low	Intermediate	High
All Students	28.5%	56.1%	15.4%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Grade 8

Reading

	Low	Intermediate	High
All Students	28.7%	56.6%	14.2%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Mathematics

	Low	Intermediate	High
All Students	25.0%	57.4%	17.8%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Assessment Information

Assessment Reported
Iowa Test of Basic Skills, Forms K and L
Scores reported are two-year average

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1997
Intermediate: Definitions are grade-specific and available in Appendix A.

Exclusion from Assessment
LEP and limited exclusion for Special Education Students

Other Assessments
Local school district decision

Grade 11

Reading

	Low	Intermediate	High
All Students	23.7%	57.4%	19.0%
Title I Schoolwide			
Title I Targeted			

Mathematics

	Low	Intermediate	High
All Students	18.6%	54.0%	27.4%
Title I Schoolwide			
Title I Targeted			

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	35%	n/a
Basic level and above	70%	n/a
Math, 2000:		
Proficient level and above	28%	n/a
Basic level and above	78%	n/a

School and Teacher Demographics

Number of districts 304
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
861	210	355	n/a	n/a

Student/teacher ratio (CCD, 1998–99)

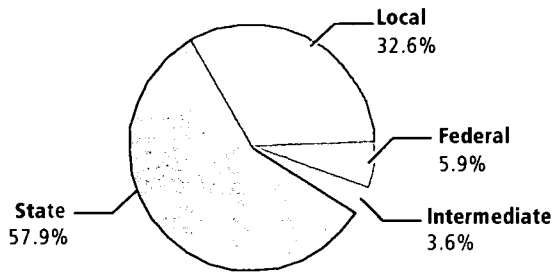
Elementary	Middle	High
15:1	15:1	14:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
15,649	5,755	10,092	n/a	n/a

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	313,588	317,903
	9–12	117,276	142,094
	Pre-K	n/a	2,732

Sources of funding
District average
(CCD, 1996–97)



98

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	1.0%	1.2%
Asian/Pacific Islander	1.4	2.1
Black	8.0	8.6
Hispanic	4.2	7.4
White	85.4	80.7

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	9.2%	10.6%

Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	4,789	11,631

Migrant (OME, K–12)	1993–94	1998–99
	14,482	22,718

High school dropout rate (CCD, event)	1993–94	1997–98
	5.0%	4.2%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	57%	63%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Reading: Grades 3, 7, 10: >62%
Math: Grade 4: >60%, Grades 7, 10: >50%

Expected School Improvement on Assessment
Annual gain toward goal

Indicators for School Accountability
State Assessments and local assessments

Title I Adequate Yearly Progress (AYP) for Schools
4 percent gain every 2 years

Schools Meeting Title I AYP Goal
533 (77.6%)

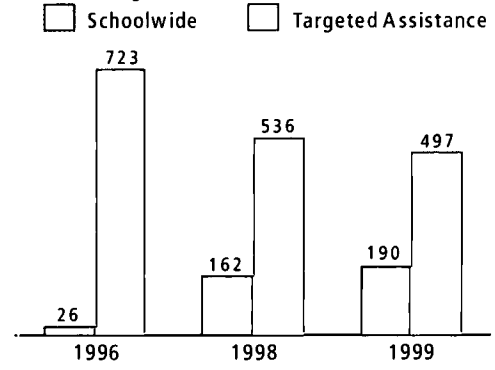
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	75,448
	9–12	182
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	949	355
Asian/Pacific Islander	1,858	184
Black	13,758	1,332
Hispanic	11,475	1,471
White	27,570	16,533

Title I allocation $64,751,369
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



99

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

	Unsatisfactory	Basic	Proficient	Excellent
All Students	22.2%	16.7%	22.3%	38.8%
Title I Schoolwide	37.4	17.0	19.3	26.3
Title I Targeted	19.4	17.5	23.7	39.4
Percent of School in Poverty				
00–34	17.5	18.0	23.8	40.7
75–100	46.8	15.8	16.5	20.9
LEP Students	49.1	12.9	12.1	9.5
Migrant students	41.4	17.1	19.9	21.6

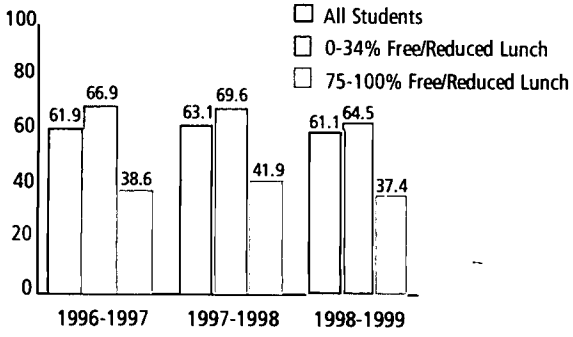
Grade 4

Mathematics

	Unsatisfactory	Basic	Proficient	Excellent
All Students	22.6%	22.0%	21.9%	33.5%
Title I Schoolwide	38.1	24.2	18.4	19.3
Title I Targeted	21.4	23.4	23.5	32.7
Percent of School in Poverty				
00–34	17.5	23.5	24.7	34.4
75–100	48.2	23.8	14.8	13.3
LEP Students	57.8	19.0	9.1	5.6
Migrant students	43.1	26.3	16.4	14.2

Student achievement trend

Reading 3rd grade meets or exceeds Proficient



Grade 7

Reading/Language Arts

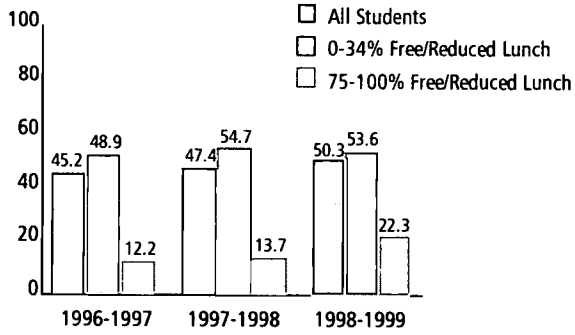
	Unsatisfactory	Basic	Proficient	Excellent
All Students	23.4%	15.9%	34.6%	26.1%
Title I Schoolwide	39.1	16.6	27.6	16.7
Title I Targeted	20.2	15.5	35.7	28.6
Percent of School in Poverty				
00–34	19.5	14.9	36.4	29.3
75–100	47.7	15.7	25.1	11.5
LEP Students	60.1	15.9	9.1	3.4
Migrant students	53.8	15.6	23.7	6.9

Mathematics

	Unsatisfactory	Basic	Proficient	Excellent
All Students	29.5%	20.2%	41.8%	8.5%
Title I Schoolwide	48.4	19.9	27.9	3.8
Title I Targeted	26.8	20.9	44.9	7.4
Percent of School in Poverty				
00–34	25.1	21.3	45.6	8.0
75–100	57.8	19.9	21.7	0.6
LEP Students	59.5	17.1	12.7	1.5
Migrant students	63.5	16.8	17.5	2.1

Student achievement trend

Math 7th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Kansas Math/Reading Assessment, used since 1992

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1998
Proficient: Reading: Grades 3, 7, 10: >62%
Math:Grade 4: >60%, Grades 7, 10: >50%

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
IEP and LEP status

Other Assessments
None

Grade 10

Reading

	Unsatisfactory	Basic	Proficient	Excellent
All Students	21.5%	19.6%	39.7%	19.2%
Title I Schoolwide				
Title I Targeted	17.6	19.9	40.5	21.9

Mathematics

	Unsatisfactory	Basic	Proficient	Excellent
All Students	41.9%	32.5%	21.2%	4.4%
Title I Schoolwide				
Title I Targeted	33.4	36.3	24.3	6.0

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	34%	35%
Basic level and above	71%	81%
Math, 2000:		
Proficient level and above	30%	34%
Basic level and above	76%	77%

School and Teacher Demographics

Number of districts 176
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
782	229	303	8	24

Student/teacher ratio (CCD, 1998–99)

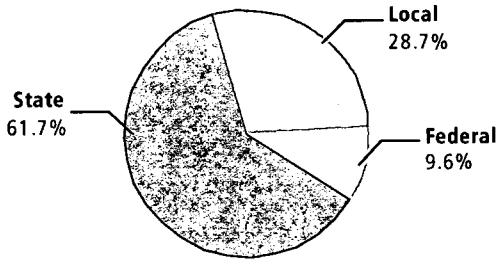
Elementary	Middle	High
23:1	16:1	17:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
13,841	7,911	11,411	88	174

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	451,858	450,445
	9–12	178,830	188,371
	Pre-K	n/a	16,864

Sources of funding
District average
(CCD, 1996–97)



102

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	n/a	0.1%
Asian/Pacific Islander	0.4%	0.4
Black	9.4	10.4
Hispanic	0.2	0.7
White	90.0	88.4

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	10.6%	11.1%

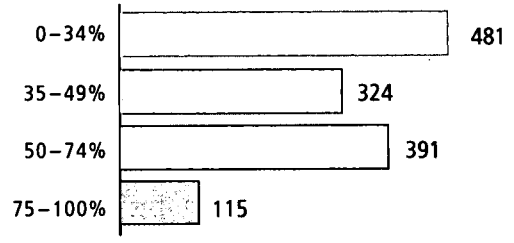
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	1,344	3,194

Migrant (OME, K–12)	1993–94	1998–99
	17,262	25,146

High school dropout rate (CCD, event)	1993–94	1997–98
	n/a	5.2%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	49%	57%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* No data for 30 schools.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Score of 100 on 0-140 scale (7 content areas)

Expected School Improvement on Assessment
Gain every 2 years toward 100 score by 2014

Indicators for School Accountability
CRT scores (open response & mult. Choice), Attendance, retention, dropout rates, transition from school, NRT

Title I Adequate Yearly Progress (AYP) for Schools
Same as statewide goal

Schools Meeting Title I AYP Goal
257 (29.5%)

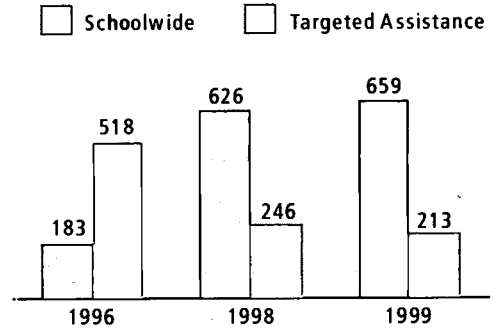
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	268,114
	9–12	16,254
	Pre-K	5,406

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	211	n/a
Asian/Pacific Islander	1,190	92
Black	33,942	1,658
Hispanic	2,012	261
White	227,002	23,081

Title I allocation $139,210,082
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



103

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Non Perf.	Novice	Appren-tice	Proficient	Distin-guished
All Students	0.3%	3.4%	64.0%	31.1%	1.2%
Title I Schoolwide	0.4	4.4	68.7	25.8	0.8
Title I Targeted	0.2	1.7	60.9	35.7	1.6
Percent of School in Poverty					
00–34	0.2	1.2	51.6	44.6	2.4
75–100	0.5	6.0	70.8	22.1	0.6
LEP Students	4.5	6.5	68.7	19.9	0.5
Migrant students	0.2	5.8	73.9	19.7	0.4

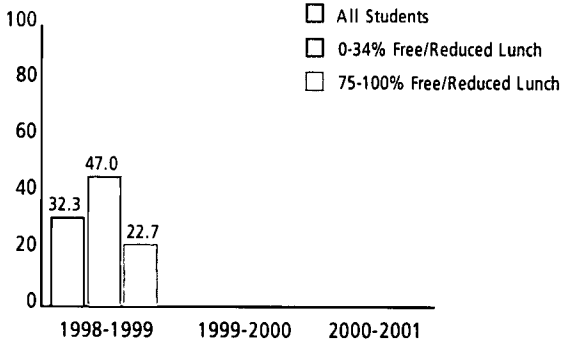
Grade 5

Mathematics

	Non Perf.	Novice	Appren-tice	Proficient	Distin-guished
All Students	0.6%	23.3%	54.7%	10.3%	11.2%
Title I Schoolwide	0.8	28.6	54.9	8.3	7.5
Title I Targeted	0.3	17.1	56.8	12.4	13.4
Percent of School in Poverty					
00–34	0.3	11.3	52.8	14.7	20.9
75–100	1.1	34.1	52.9	6.7	5.2
LEP Students	2.3	25.8	52.3	6.8	12.9
Migrant students	0.8	33.2	55.8	5.5	4.8

Student achievement trend

Reading 4th grade meets or exceeds Proficient



Grade 7

Reading/Language Arts

	Non Perf.	Novice	Appren-tice	Proficient	Distin-guished
All Students	0.6%	3.0%	84.0%	12.3%	0.2%
Title I Schoolwide	0.7	4.0	84.9	10.2	0.2
Title I Targeted	0.4	1.7	84.7	13.1	0.2
Percent of School in Poverty					
00–34	0.4	1.4	81.7	16.2	0.3
75–100	1.1	5.5	85.3	8.0	0.2
LEP Students	0.0	7.9	88.8	3.4	0.0
Migrant students	0.4	4.9	89.5	5.2	0.0

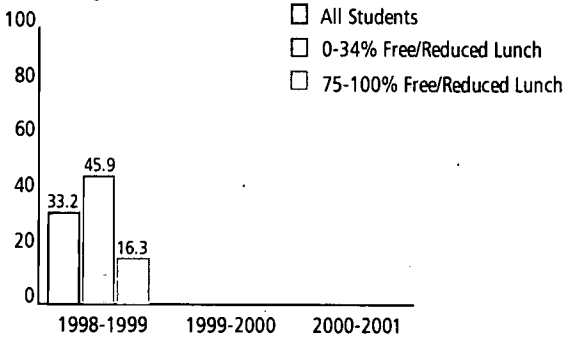
Grade 8

Mathematics

	Non Perf.	Novice	Appren-tice	Proficient	Distin-guished
All Students	1.5%	29.0%	36.3%	18.9%	14.3%
Title I Schoolwide	2.0	35.7	36.3	15.9	10.2
Title I Targeted	1.0	24.0	37.5	21.7	15.8
Percent of School in Poverty					
00–34	0.9	18.7	34.6	23.7	22.2
75–100	2.9	46.5	34.3	10.3	6.0
LEP Students	4.1	41.1	27.4	20.6	6.9
Migrant students	2.3	42.0	38.3	12.7	4.8

Student achievement trend

Math 8th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Kentucky Core Content Test, First year of use

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1999
Score of 100 and above.

Definition of Title I Targeted Assistance
Only Title I students at tested grade are reported in the assessment results.

Exclusion from Assessment
Students with an alternative learning portfolio are not counted in a grade.

Other Assessments
CTBS-5 Survey Edition

Grade 10

Reading/Language Arts

	Non Perf.	Novice	Appren-tice	Proficient	Distin-guished
All Students	1.6%	15.3%	54.6%	26.7%	1.9%
Title I Schoolwide	1.6	17.4	55.8	24.0	1.1
Title I Targeted	3.3	23.8	55.0	17.2	0.7

Grade 11

Mathematics

	Non Perf.	Novice	Appren-tice	Proficient	Distin-guished
All Students	3.2%	23.1%	41.0%	22.2%	10.6%
Title I Schoolwide	5.0	30.6	42.5	17.2	4.8
Title I Targeted	3.7	23.1	43.8	20.8	8.6

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	29%
Basic level and above	63%	74%
Math, 2000:		
Proficient level and above	17%	21%
Basic level and above	60%	63%

School and Teacher Demographics

Number of districts 70
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
799	289	247	127	38

Student/teacher ratio (CCD, 1998–99)

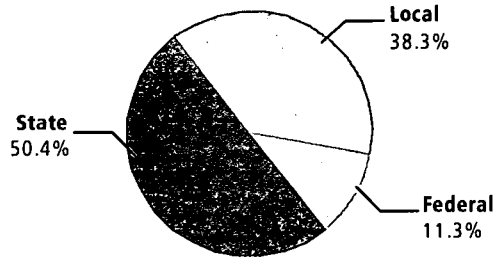
Elementary	Middle	High
16:1	16:1	17:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
23,235	9,464	11,775	3,382	356

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	581,702	529,557
	9–12	201,323	205,370
	Pre-K	n/a	16,204

Sources of funding
District average
(CCD, 1996–97)



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Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.4%	0.7%
Asian/Pacific Islander	1.1	1.3
Black	44.1	47.1
Hispanic	1.0	1.3
White	53.4	49.7

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	8.3%	10.1%

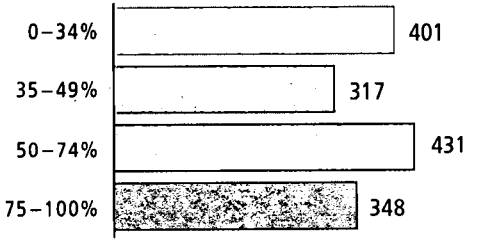
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	7,088	6,494

	1993–94	1998–99
Migrant (OME, K–12)	4,759	6,205

	1993–94	1997–98
High school dropout rate (CCD, event)	n/a	11.4%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	53%	66%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* Three schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
10 year goal on ITBS=55th percentile
10 year goal on LEAP=All students at Basic
20 year goal on ITBS=75th percentile
20 year goal on LEAP=All students at Proficient
Expected School Improvement on Assessment
Steady growth toward 10 year goal, with growth evaluation every two years.
Indicators for School Accountability
CRT, NRT scores, attendance, dropout
Title I Adequate Yearly Progress (AYP) Target for Schools
Same as statewide goal
Schools Meeting Title I AYP Goal
711 (81.4%)

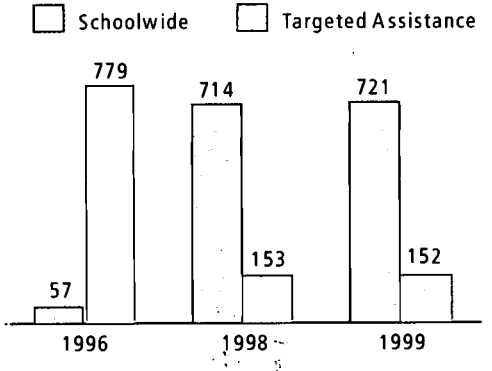
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	342,549
	9–12	30,197
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	2,537	306
Asian/Pacific Islander	3,483	528
Black	212,204	20,481
Hispanic	3,314	737
White	109,764	46,641

Title I allocation $198,186,703
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



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Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

English/Language Arts

	Unsatis-factory	Approach-ing Basic	Basic	Proficient	Advanced
All Students	21%	24%	39%	15%	1%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students					

Mathematics

	Unsatis-factory	Approach-ing Basic	Basic	Proficient	Advanced
All Students	35%	24%	32%	8%	2%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students					

Grade 8

English/Language Arts

	Unsatis-factory	Approach-ing Basic	Basic	Proficient	Advanced
All Students	21%	36%	31%	11%	1%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students					

Mathematics

	Unsatis-factory	Approach-ing Basic	Basic	Proficient	Advanced
All Students	40%	21%	33%	4%	1%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students					

Assessment Information

Assessment Reported
Louisiana Educational Assessment Program, used since 1989

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient", used since 1999
A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.

Progress Toward Assessment Aligned with Standards
Performance standards at two grades met review criteria of the U.S. Department of Education.

Exclusion from Assessment
No information given

Other Assessments
Iowa Test of Basic Skills, Graduation Exit Exam

Grade 10

English/Language Arts

	Percent Passing
All Students	85%
Title I Schoolwide	
Title I Targeted	

Mathematics

	Percent Passing
All Students	74%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	19%	18%
Basic level and above	48%	64%
Math, 2000:		
Proficient level and above	14%	12%
Basic level and above	57%	48%

School and Teacher Demographics

Number of districts 282
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
440	125	108	16	1

Student/teacher ratio (CCD, 1998–99)

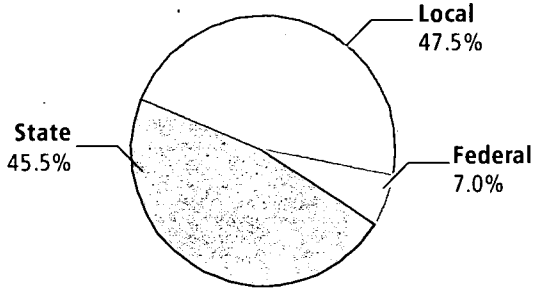
Elementary	Middle	High
15:1	15:1	15:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
6,770	3,095	4,070	322	5

Public school enrollment		1989–90	1998–99
(CCD)	K–8	152,267	147,597
(By state definition)	9–12	61,508	59,061
	Pre-K	n/a	1,031

Sources of funding
District average
(CCD, 1996–97)



110

Student Demographics

Race/ethnicity	1989–90	1998–99
American Indian/Alaskan Natives	n/a	0.5%
Asian/Pacific Islander	n/a	0.9
Black	n/a	1.0
Hispanic	n/a	0.5
(CCD, K–12) White	n/a	97.1

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	11.6%	14.1%

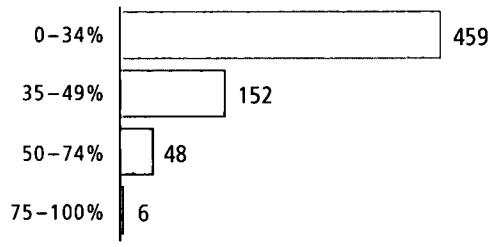
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	1,822	2,386

	1993–94	1998–99
Migrant (OME, K–12)	7,582	4,887

	1993–94	1997–98
High school dropout rate (CCD, event)	3.3%	3.2%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	50%	60%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 25 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Only performance reporting

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I Adequate Yearly Progress (AYP) for Schools
Improve % of students moving up at 4 levels, improve sub groups performance, scores on local reading test

Schools Meeting Title I AYP Goal
not available

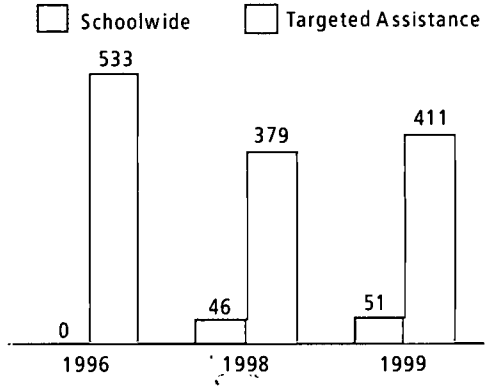
Title I Schools

Title I enrollment		1998–99
	K–8	25,168
	9–12	404
(USED)	Pre-K	n/a

Race/ethnicity	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	79	86
Asian/Pacific Islander	155	95
Black	210	191
Hispanic	69	125
(USED, K–12) White	6,933	17,970

Title I allocation $33,708,021
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



111

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

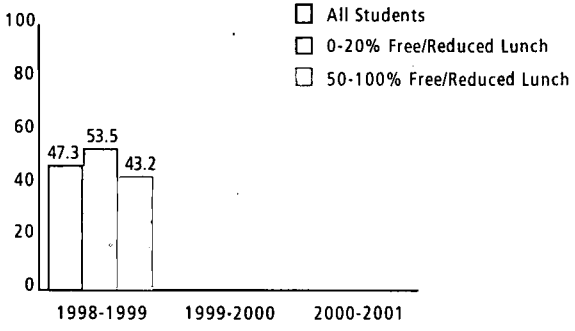
	Does Not Meet the Standards	Partially Meets the Standard	Meets the Standard	Exceeds the Standard
All Students	10.2%	42.5%	46.0%	1.3%
Title I Schoolwide	10.9	43.0	45.3	0.8
Title I Targeted	10.4	43.2	45.2	1.2
Percent of School in Poverty				
00–20	7.5	39.0	52.0	1.5
50–100	10.6	46.2	42.6	0.6
LEP Students	10.0	55.0	35.0	0.0
Migrant students	15.0	56.0	29.0	0.0

Mathematics

	Does Not Meet the Standards	Partially Meets the Standard	Meets the Standard	Exceeds the Standard
All Students	28.0%	48.4%	22.6%	1.0%
Title I Schoolwide	23.8	54.2	21.8	0.2
Title I Targeted	28.5	48.2	22.1	1.2
Percent of School in Poverty				
00–20	24.0	46.0	28.7	1.3
50–100	25.9	55.9	18.2	0.0
LEP Students	25.0	60.0	14.0	1.0
Migrant students	43.0	45.0	12.0	0.0

Student achievement trend

Reading 4th grade meets or exceeds Standard



Grade 8

Reading/Language Arts

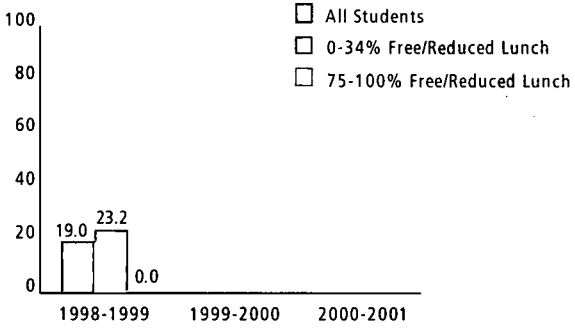
	Does Not Meet the Standards	Partially Meets the Standard	Meets the Standard	Exceeds the Standard
All Students	9.7%	51.2%	36.9%	2.2%
Title I Schoolwide	8.0	53.7	37.5	0.8
Title I Targeted	9.3	51.6	36.6	2.5
Percent of School in Poverty				
00–20	8.2	47.4	42.2	2.2
50–100	22.0	70.0	8.0	0.0
LEP Students	23.0	59.0	17.0	1.0
Migrant students	22.0	54.0	24.0	0.0

Mathematics

	Does Not Meet the Standards	Partially Meets the Standard	Meets the Standard	Exceeds the Standard
All Students	40.6%	40.4%	18.3%	0.7%
Title I Schoolwide	47.8	39.2	12.4	0.6
Title I Targeted	40.5	40.9	18.1	0.5
Percent of School in Poverty				
00–20	34.7	42.1	22.1	1.1
50–100	67.0	33.0	0.0	0.0
LEP Students	51.0	40.0	7.0	2.0
Migrant students	60.0	30.0	8.0	2.0

Student achievement trend

Math 8th grade meets or exceeds Standard



Assessment Information

Assessment Reported
Maine Educational Assessment, used since 1985; Test revisions to reflect new state standards expected during 1997–98. Revisions will be in place for the 1998–99 school year.

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Meets the Standards (Score of 541 and above).

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
Primary reasons Disability, LEP Status, and Other

Other Assessments
No information provided

Grade 11

Reading

	Does Not Meet the Standards	Partially Meets the Standard	Meets the Standard	Exceeds the Standard
All Students	7.4%	44.5%	45.5%	2.6%
Title I Schoolwide	20.0	60.0	20.0	0.0
Title I Targeted	5.5	55.5	38	1.0

Mathematics

	Does Not Meet the Standards	Partially Meets the Standard	Meets the Standard	Exceeds the Standard
All Students	37.0%	43.4%	18.1%	1.5%
Title I Schoolwide	38.0	62.0	0.0	0.0
Title I Targeted	39.1	41.8	16.7	2.4

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	36%	42%
Basic level and above	73%	84%
Math, 2000:		
Proficient level and above	24%	32%
Basic level and above	74%	76%

School and Teacher Demographics

Number of districts 24
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
856	232	201	20	17

Student/teacher ratio (CCD, 1998–99)

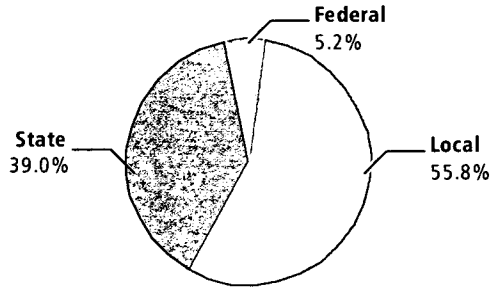
Elementary	Middle	High
18:1	17:1	18:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
23,570	10,589	12,648	540	229

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	507,007	582,959
	9–12	191,799	231,534
	Pre-K	n/a	20,013

Sources of funding
District average
(CCD, 1996–97)



114

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.2%	0.3%
Asian/Pacific Islander	3.3	4.0
Black	32.7	36.6
Hispanic	2.1	4.0
White	61.7	55.0

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	11.1%	11.0%

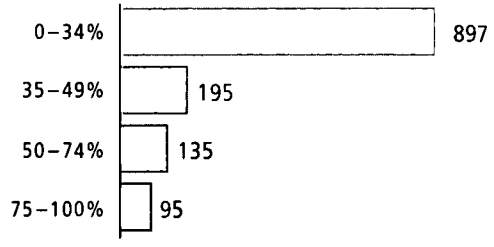
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	10,034	16,186

	1993–94	1998–99
Migrant (OME, K–12)	576	1,119

	1993–94	1997–98
High school dropout rate (CCD, event)	n/a	4.3

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	55%	64%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* Four schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Seventy percent of students at Satisfactory level (6subjects) by 2000, 90% pass 4 functional tests

Expected School Improvement on Assessment
Substantial and sustained progress in meeting performance standards annually (average for 3 yrs.).

Indicators for School Accountability
CRT (MSPAP) and MD Functional scores, attendance, dropouts.

Title I Adequate Yearly Progress (AYP) for Schools
Same as statewide goal

Schools Meeting Title I AYP Goal
282 (94.0%)

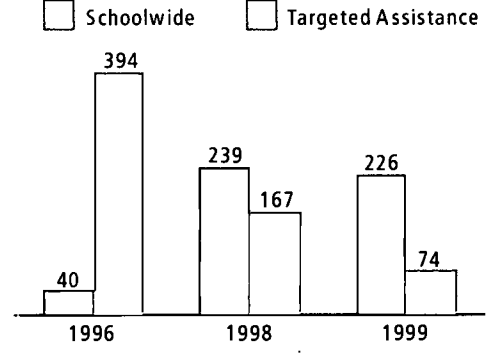
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	122,337
	9–12	613
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	490	28
Asian/Pacific Islander	2,072	615
Black	81,887	3,983
Hispanic	7,014	2,399
White	30,035	3,061

Title I allocation $102,848,888
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



115

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

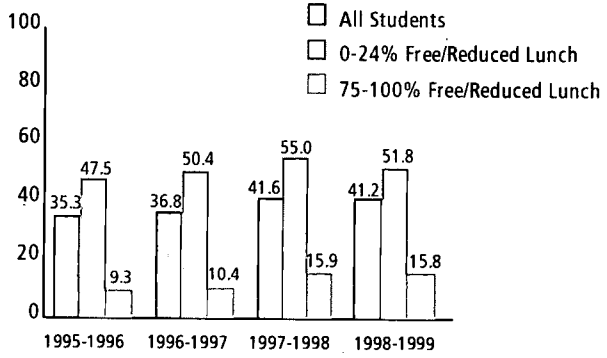
	Not Satisfactory	Satisfactory	Excellent
All Students	58.8%	34.5%	6.7%
Title I Schoolwide	75.5	21.4	3.1
Title I Targeted	60.7	33.1	6.2
Percent of School in Poverty			
00–24	48.2	42.6	9.2
75–100	84.2	14.2	1.6
LEP Students	65.0	31.8	3.2
Migrant students			

Mathematics

	Not Satisfactory	Satisfactory	Excellent
All Students	61.1%	32.5%	6.4
Title I Schoolwide	77.9	19.3	2.8
Title I Targeted	66.1	29.5	4.4
Percent of School in Poverty			
00–24	49.7	41.3	9.0
75–100	86.7	11.9	1.4
LEP Students	69.7	26.2	4.1
Migrant students			

Student achievement trend

Reading 3rd grade meets or exceeds Satisfactory



Grade 8

Reading/Language Arts

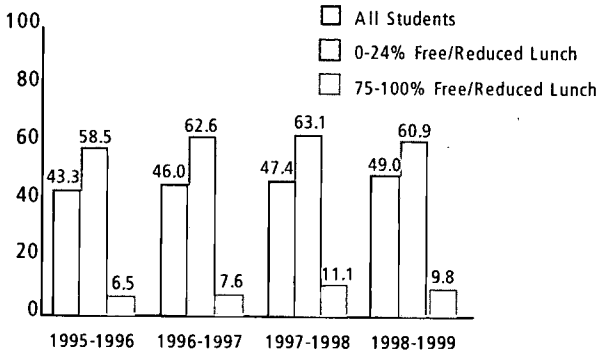
	Not Satisfactory	Satisfactory	Excellent
All Students	74.7%	23.2%	2.1%
Title I Schoolwide	91.7	7.9	0.4
Title I Targeted	85.7	13.2	1.1
Percent of School in Poverty			
00–24	69.2	28.2	2.7
75–100	94.8	5.0	0.2
LEP Students	90.9	8.3	0.8
Migrant students			

Mathematics

	Not Satisfactory	Satisfactory	Excellent
All Students	51.0%	33.7%	15.3%
Title I Schoolwide	86.2	12.2	1.6
Title I Targeted	65.2	27.1	7.7
Percent of School in Poverty			
00–24	39.1	40.0	20.9
75–100	90.2	8.9	0.9
LEP Students	73.4	20.5	6.1
Migrant students			

Student achievement trend

Math 8th grade meets or exceeds Satisfactory



Assessment Information

Assessment Reported
Maryland School Performance Assessment Program, used since 1992

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1993
Satisfactory: A realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
Certain students with disabilities and LEP students

Other Assessments
Comprehensive Tests of Basic Skills, given each year to all students in grades 2, 4, and 6. Maryland Functional Tests in Reading, Mathematics, and Writing. Minimum competency tests required for high school graduation.

Grade

Reading

	Not Satisfactory	Satisfactory	Excellent
All Students			
Title I Schoolwide			
Title I Targeted			

Mathematics

	Not Satisfactory	Satisfactory	Excellent
All Students			
Title I Schoolwide			
Title I Targeted			

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	31%
Basic level and above	61%	72%
Math, 2000:		
Proficient level and above	22%	28%
Basic level and above	61%	64%

assachusetts

http://www.doe.mass.edu/

School and Teacher Demographics

Number of districts 352
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
1,214	323	310	19	7

Student/teacher ratio (CCD, 1998–99)

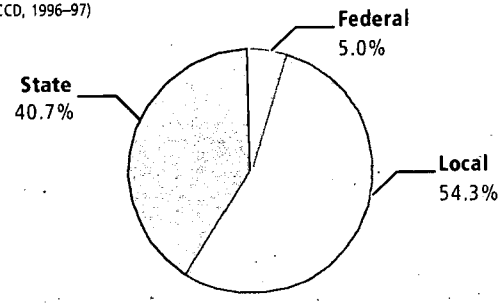
Elementary	Middle	High
n/a	n/a	n/a

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
n/a	n/a	n/a	n/a	n/a

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	590,238	671,470
	9–12	235,350	256,722
	Pre-K	6,819	8,851

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.1%	0.2%
Asian/Pacific Islander	3.2	4.2
Black	7.5	8.5
Hispanic	7.4	9.9
White	81.8	77.1

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	16.3%	14.3%

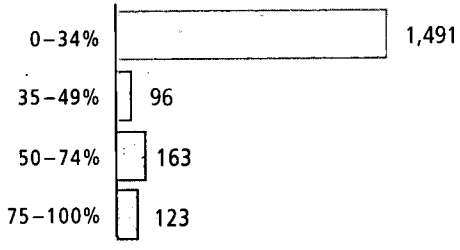
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	40,057	44,394

	1993–94	1998–99
Migrant (OME, K–12)	4,436	4,525

	1993–94	1997–98
High school dropout rate (CCD, event)	3.5%	3.2%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	65%	85%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Two years scores on MCAS, Decrease percentage of students at Failing level and increase percentage at Proficient or Advanced level. Rewards & sanctions

Expected School Improvement on Assessment
Increase average scaled scores, dependent on baseline performance

Indicators for School Accountability
Results of CRT (MCAS) tests

Title I Adequate Yearly Progress (AYP) for Schools
Same as statewide goal (progress on math, reading tests)

Schools Meeting Title I AYP Goal
530 (56.8%)

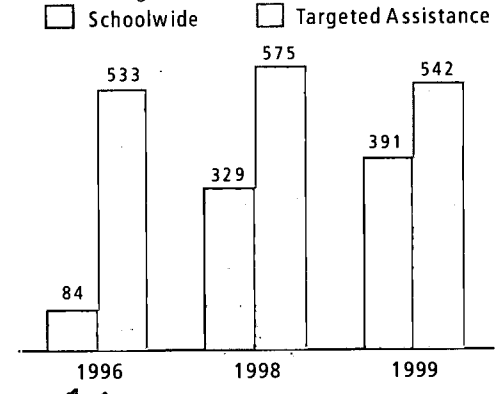
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	186,340
	9–12	26,265
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	541	90
Asian/Pacific Islander	14,753	1,268
Black	48,066	2,374
Hispanic	60,965	4,444
White	55,897	27,125

Title I allocation $152,061,992
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



118

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Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

English Language Arts

	Failing (Absent & Tested)	Needs Improvement	Proficient	Advanced
All Students	12%	67%	21%	0
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	43	53	3	0
Migrant students				

Mathematics

	Failing (Absent & Tested)	Needs Improvement	Proficient	Advanced
All Students	19%	44%	24%	12%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	61	34	5	1
Migrant students				

Grade 8

English Language Arts

	Failing (Absent)	Failing (Tested)	Needs Improvement	Proficient	Advanced
All Students	1%	12%	31%	53%	3%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	1	47	39	14	0
Migrant students					

Mathematics

	Failing (Absent)	Failing (Tested)	Needs Improvement	Proficient	Advanced
All Students	1%	39%	31%	22%	6%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	0	87	8	3	1
Migrant students					

Assessment Information

Assessment Reported
Massachusetts Comprehensive Assessment System, second year in use

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Exclusion from Assessment
Spanish speaking LEP students enrolled >3 yrs. in U.S. will not be enrolled in reg ed until SY 2000–2001. Spanish speaking LEP whose reading/writing skills do not permit participation in Spanish MCAS. Non-Spanish speaking LEP students enrolled >3 yrs. in U.S. will not be enrolled in regular ed. until SY 2001–2002.

Other Assessments
MCAS-ALT field tested in 2000-2001

Grade 10

English Language Arts

	Failing (Absent)	Failing (Tested)	Needs Improvement	Proficient	Advanced
All Students	1%	31%	34%	30%	4%
Title I Schoolwide					
Title I Targeted					

Mathematics

	Failing (Absent)	Failing (Tested)	Needs Improvement	Proficient	Advanced
All Students	3%	50%	23%	15%	9%
Title I Schoolwide					
Title I Targeted					

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	37%	36%
Basic level and above	73%	80%
Math, 2000:		
Proficient level and above	33%	33%
Basic level and above	78%	76%

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School and Teacher Demographics

Number of districts 733
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
2,150	627	684	92	103

Student/teacher ratio (CCD, 1998–99)

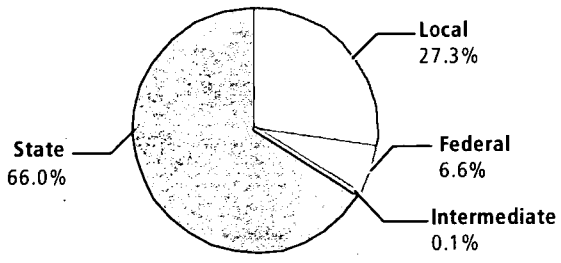
Elementary	Middle	High
19:1	18:1	19:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
42,906	19,350	24,720	1,973	1,185

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	1,127,921	1,181,032
	9–12	448,864	474,080
	Pre-K	n/a	15,199

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.9%	1.0%
Asian/Pacific Islander	1.2	1.7
Black	17.8	19.4
Hispanic	2.3	3.0
White	77.8	74.9

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	9.5%	10.4%

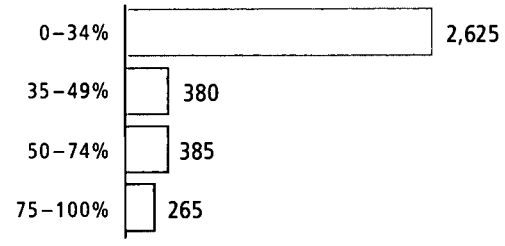
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	33,449	25,988

	1993–94	1998–99
Migrant (OME, K–12)	20,018	17,058

	1993–94	1997–98
High school dropout rate (CCD, event)	n/a	n/a

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	60%	63%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* One school did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
66% at highest level in each of 4 subjects for 2 of last 3 years
Expected School Improvement on Assessment
Statistically significant gain every 2 years
Indicators for School Accountability
CRT (MEAP) test scores, percent of students assessed
Title I Adequate Yearly Progress (AYP) for Schools
Close gap for school 10 percent between high and low gain per year in level annually
Schools Meeting Title I AYP Goal
1,290 (64.1%)

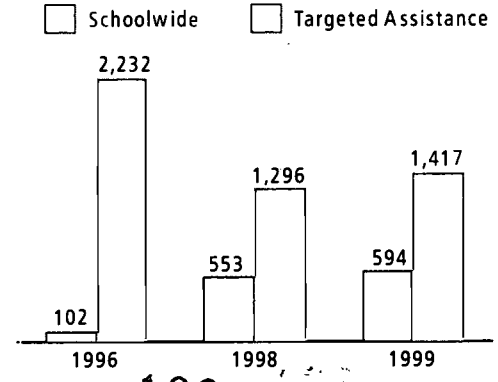
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	436,186
	9–12	43,511
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	2,204	3,575
Asian/Pacific Islander	2,535	3,132
Black	191,988	36,766
Hispanic	12,853	8,585
White	59,683	156,737

Title I allocation $342,425,049
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



122
123

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

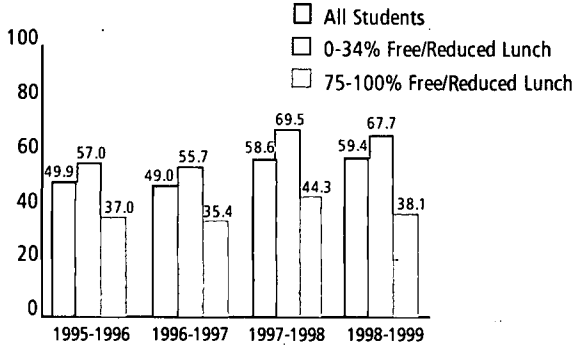
	Low	Moderate	Satisfactory
All Students	15.1%	25.5%	59.4%
Title I Schoolwide	24.8	29.4	45.8
Title I Targeted	13.2	25.3	61.5
Percent of School in Poverty			
00–34	9.6	22.7	67.7
75–100	30.3	31.6	38.1
LEP Students	35.9	32.5	31.6
Migrant students	34.7	23.6	41.7

Mathematics

	Low	Moderate	Satisfactory
All Students	10.6%	17.7%	71.7%
Title I Schoolwide	19.1	22.0	58.9
Title I Targeted	8.6	17.7	73.7
Percent of School in Poverty			
00–34	5.8	14.5	79.7
75–100	23.0	23.3	53.7
LEP Students	19.4	26.8	53.8
Migrant students	19.4	25.0	55.6

Student achievement trend

Reading 4th grade meets or exceeds Satisfactory



Grade 7

Reading/Language Arts

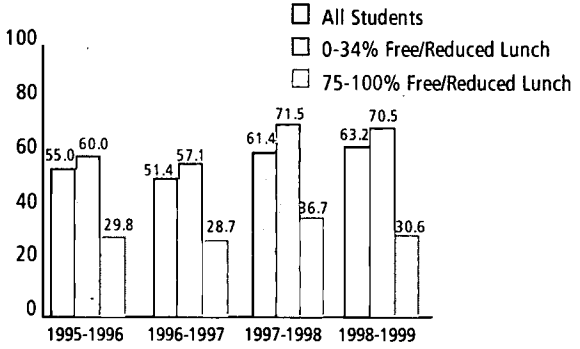
	Low	Moderate	Satisfactory
All Students	20.4%	26.6%	53.0%
Title I Schoolwide	33.7	30.2	36.1
Title I Targeted	20.6	26.7	52.7
Percent of School in Poverty			
00–34	16.0	25.4	58.5
75–100	35.8	31.7	32.5
LEP Students	55.6	25.3	19.0
Migrant students	58.3	22.5	19.2

Mathematics

	Low	Moderate	Satisfactory
All Students	13.8%	23.0%	63.2%
Title I Schoolwide	30.5	30.2	39.3
Title I Targeted	13.4	23.6	63.0
Percent of School in Poverty			
00–34	9.0	20.5	70.5
75–100	38.7	30.7	30.6
LEP Students	35.5	30.8	33.7
Migrant students	39.0	31.4	29.7

Student achievement trend

Math 7th grade meets or exceeds Satisfactory



Assessment Information

Assessment Reported
MEAP Essential Skills-Reading, used since 1989; MEAP High School Test, used since 1998; Some categories do not add up to 100% due to omission of scores by student request.

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Satisfactory: the student scored 300 scale score or above on each reading selection from the MEAP Essential Skills Reading Test. The student scored 520 or more on overall performance in the MEAP Essential Skills Mathematics Test.

Exclusion from Assessment
LEP and special education students

Other Assessments
Science and Writing, Grades 5, 8, and 11

Grade

Reading/Language Arts

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	n/a
Basic level and above	63%	n/a
Math, 2000:		
Proficient level and above	29%	29%
Basic level and above	72%	70%

innesota

http://www.educ.state.mn.us/

School and Teacher Demographics

Number of districts 420
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
1,049	278	587	98	42

Student/teacher ratio (CCD, 1998–99)

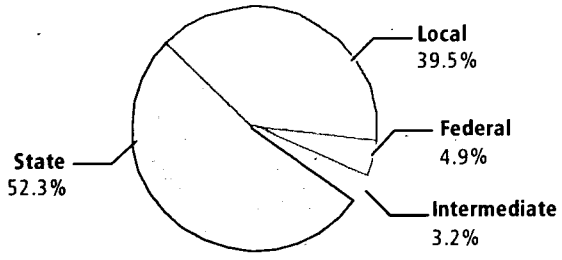
Elementary	Middle	High
15:1	15:1	15:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
27,495	10,931	17,866	1,169	281

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	528,507	576,490
	9–12	211,046	269,566
	Pre-K	n/a	8,968

Sources of funding
District average
(CCD, 1996–97)



126

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	1.6%	2.0%
Asian/Pacific Islander	2.9	4.7
Black	3.1	5.8
Hispanic	1.2	2.6
White	91.1	84.8

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	9.1%	10.4%

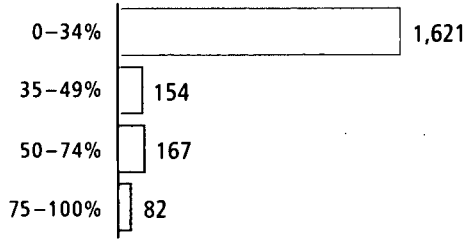
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	11,858	28,237

Migrant (OME, K–12)	1993–94	1998–99
	6,245	7,798

High school dropout rate (CCD, event)	1993–94	1997–98
	5.2%	4.9%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	53%	56%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 30 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Only public reporting

Expected School Improvement on Assessment
None

Indicators for School Accountability
MCA, Profiles of learning

Title I Adequate Yearly Progress (AYP) for Schools
Transition: Increase by 2 NCE and 60% of students meet district achievement level (80 score on MCA reading, math)

Schools Meeting Title I AYP Goal
Not available

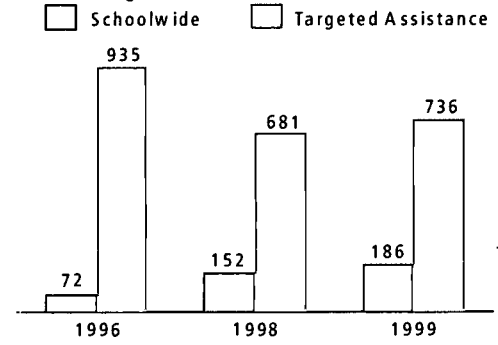
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	136,898
	9–12	5,169
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	5,847	3,505
Asian/Pacific Islander	11,357	1,866
Black	26,674	3,550
Hispanic	5,378	3,545
White	26,883	54,580

Title I allocation $91,965,376
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



127

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

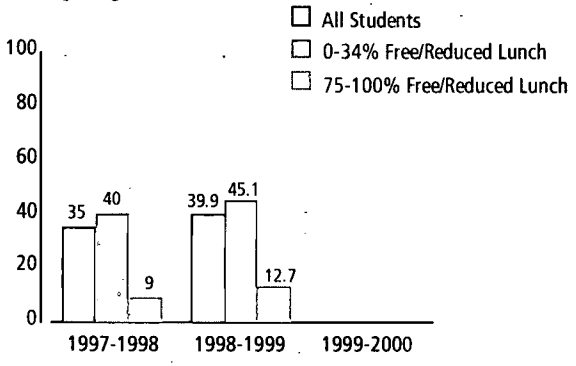
	Level 1	Level 2	Level 3	Level 4
All Students	20.7%	39.3%	32.1%	7.8%
Title I Schoolwide	44.7	35.0	17.5	2.9
Title I Targeted	18.5	41.0	33.0	7.5
Percent of School in Poverty				
00–34	15.3	39.6	35.8	9.3
75–100	56.6	30.8	11.4	1.3
LEP Students	61.4	31.3	6.7	0.7
Migrant students	28.4	39.5	26.7	5.3

Mathematics

	Level 1	Level 2	Level 3	Level 4
All Students	12.2%	45.7%	33.3%	8.8%
Title I Schoolwide	31.6	47.2	17.7	3.5
Title I Targeted	10.0	46.6	34.5	8.8
Percent of School in Poverty				
00–34	8.2	44.5	37.1	10.2
75–100	40.3	46.7	11.0	1.9
LEP Students	37.7	52.6	8.7	1.0
Migrant students	19.3	48.1	26.3	6.2

Student achievement trend

Reading 3rd grade meets or exceeds Level 3



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Grade 8

Reading/Language Arts

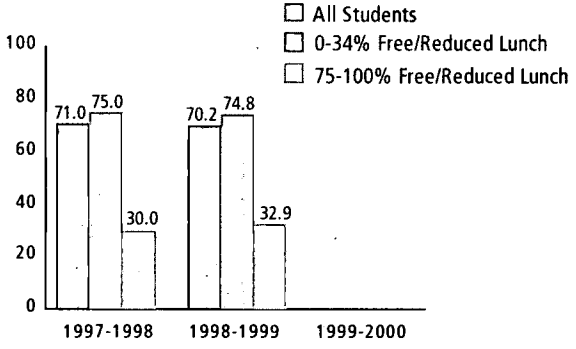
	Percent Passing
All Students	75.2%
Title I Schoolwide	47.1
Title I Targeted	77.9
Percent of School in Poverty	
00–34	79.5
75–100	38.9
LEP Students	21.6
Migrant students	58.4

Mathematics

	Percent Passing
All Students	70.2%
Title I Schoolwide	41.3
Title I Targeted	72.0
Percent of School in Poverty	
00–34	74.8
75–100	32.9
LEP Students	24.2
Migrant students	51.4

Student achievement trend

Mathematics 8th grade meets or exceeds Passing



Assessment Information

Assessment Reported
Minnesota Comprehensive Assessment (elementary school)
Minnesota Basic Standards Test (middle school)

Progress Toward Assessment Aligned with Standards
Performance standards are currently under waiver by the U.S. Department of Education.

State Definition of "Proficient"
Elementary: Level 3
Middle: Percent passing

Exclusion from Assessment
Testing policies include provisions for accommodating IEP and LEP students.

Other Assessments
None

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	36%	37%
Basic level and above	69%	81%
Math, 2000:		
Proficient level and above	34%	40%
Basic level and above	78%	80%

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School and Teacher Demographics

Number of districts 153
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
435	172	182	63	22

Student/teacher ratio (CCD, 1998–99)

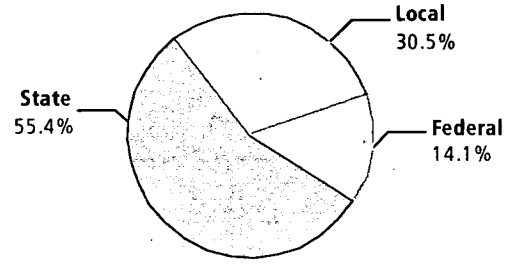
Elementary	Middle	High
17:1	16:1	16:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
12,956	5,985	7,818	2,857	435

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	369,513	363,163
	9–12	132,507	132,668
	Pre-K	379	1,548

Sources of funding
District average
(CCD, 1996–97)



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Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.1%	0.1%
Asian/Pacific Islander	0.4	0.6
Black	50.6	51.0
Hispanic	0.1	0.5
White	48.7	47.7

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	11.0%	10.4%

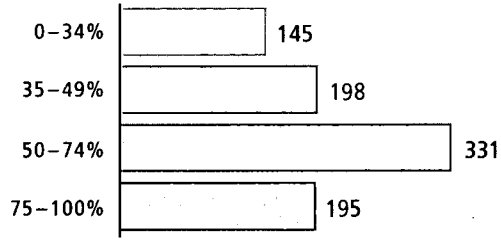
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	2,651	1,594

Migrant (OME, K–12)	1993–94	1998–99
	4,021	3,085

High school dropout rate (CCD, event)	1993–94	1997–98
	6.4%	5.8%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	69%	74%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* Five schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
District Accreditation 3: 90 percent of students at level 3 perf. standards (school-based system by 2002)

Expected School Improvement on Assessment
Level 1 and 2 schools improve one accountability level in 2 years.

Indicators for School Accountability
Index: NRT scores, school process measures

Title I Adequate Yearly Progress (AYP) for Schools
Same as statewide improvement (moving to school targets)

Schools Meeting Title I AYP Goal
Not available

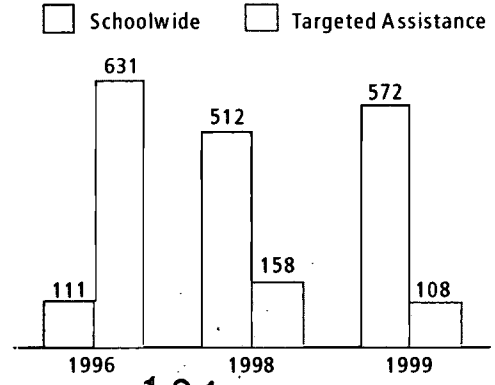
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	228,241
	9–12	34,650
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	347	n/a
Asian/Pacific Islander	945	96
Black	155,580	4,527
Hispanic	1,106	164
White	99,520	10,069

Title I allocation $128,218,553
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



131

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Mean NCE
All Students	46.1
Title I	13.8
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	43.3
Migrant students	40.1

Mathematics

	Mean NCE
All Students	49.8
Title I	47.8
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	49.0
Migrant students	46.5

Grade 8

Reading/Language Arts

	Mean NCE
All Students	50.6
Title I	46.2
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	47.8
Migrant students	45.3

Mathematics

	Mean NCE
All Students	48.1
Title I	44.5
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	47.0
Migrant students	42.3

Assessment Information

Assessment Reported
Iowa Test of Basic Skills, Form L, and Test of Achievement Proficiency, used since 1994. Test is administered in fall for the previous school year.

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
NCE average; there is no definition of proficient

Exclusion from Assessment
Students with disabilities, students who are absent

Other Assessments
None

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	18%	19%
Basic level and above	48%	61%
Math, 2000:		
Proficient level and above	9.5%	8%
Basic level and above	45.5%	41%

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133

School and Teacher Demographics

Number of districts 525
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
1,211	360	495	84	71

Student/teacher ratio (CCD, 1998–99)

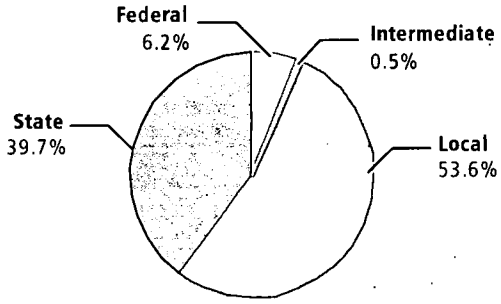
Elementary	Middle	High
15:1	16:1	16:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
29,511	11,515	16,779	781	1,624

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	576,243	627,201
	9–12	231,691	259,308
	Pre-K	n/a	14,624

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	n/a	0.3%
Asian/Pacific Islander	n/a	1.1
Black	n/a	17.3
Hispanic	n/a	1.4
White	n/a	79.9

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	11.5%	12.3%

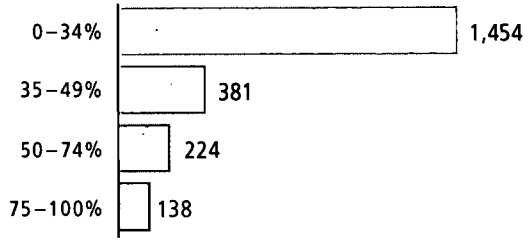
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	3,349	6,514

	1993–94	1998–99
Migrant (OME, K–12)	2,413	4,736

	1993–94	1997–98
High school dropout rate (CCD, event)	7.1%	5.2%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	51%	55%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 24 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Increase or maintain percent of MAP-tested key skills mastered by median student

Expected School Improvement on Assessment
Three percent increase in students coring in top 2 quintiles and 3 percent in students in bottom 2 quintiles

Indicators for School Accountability
CRT (MAP) scores on performance-based tests, graduation, dropouts

Title I Adequate Yearly Progress (AYP) for Schools
Five percent increase in students at highest level and 5 percent decrease in lowest level or 5 percent in lowest level

Schools Meeting Title I AYP Goal
Not available

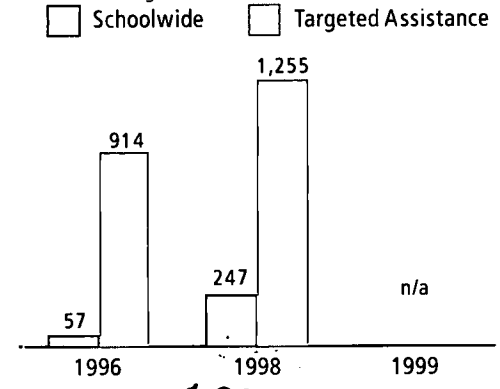
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	175,255
	9–12	8,544
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	n/a	1,774
Asian/Pacific Islander	n/a	2,506
Black	n/a	3,676
Hispanic	n/a	15,186
White	n/a	180,448

Title I allocation $130,937,389
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



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Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 3

Communication Arts

	Step 1	Pro-gressing	Nearing Proficiency	Profi-cient	Advanced
All Students	9%	22%	39%	28%	1%
Title I	19	34	35	12	0
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	26	36	29	9	0
Migrant students	31	33	28	9	0

Grade 4

Mathematics

	Step 1	Pro-gressing	Nearing Proficiency	Profi-cient	Advanced
All Students	3%	19%	43%	29%	6%
Title I	6	32	43	16	2
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	13	34	38	11	4
Migrant students	9	34	37	19	1

Grade 7

Communication Arts

	Step 1	Pro-gressing	Nearing Proficiency	Profi-cient	Advanced
All Students	17%	22%	31%	28%	2%
Title I	33	29	25	12	1
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	56	23	16	5	1
Migrant students	47	21	23	9	0

Grade 8

Mathematics

	Step 1	Pro-gressing	Nearing Proficiency	Profi-cient	Advanced
All Students	22%	38%	29%	10%	1%
Title I	42	40	15	3	0
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	53	32	13	3	0
Migrant students	51	34	14	1	0

Assessment Information

Assessment Reported
Reading/Language Arts, Missouri Mastery and Achievement Test, Revised, used since 1991–92;
Math, Missouri Assessment Program, used since 1997–98

Progress Toward Assessment Aligned with Standards
Performance standardsmet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Definition provided Appendix A

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No attempt was made to administer the MMAT to all students.
A statistical sample was used for the 8th and 10th grades.

Other Assessments
No information given

Communication Arts - Grade 11

	Step 1	Pro-gressing	Nearing Proficiency	Profi-cient	Advanced
All Students	20%	19%	38%	22%	1%
Title I	34	24	30	12	1
Title I Targeted					

Mathematics - Grade 10

	Step 1	Pro-gressing	Nearing Proficiency	Profi-cient	Advanced
All Students	27%	34%	28%	9%	1%
Title I	49	33	15	3	0
Title I Targeted					

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	29%
Basic level and above	63%	76%
Math, 2000:		
Proficient level and above	24%	21%
Basic level and above	73%	66%

School and Teacher Demographics

Number of districts 461
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
468	232	175	9	2

Student/teacher ratio (CCD, 1998–99)

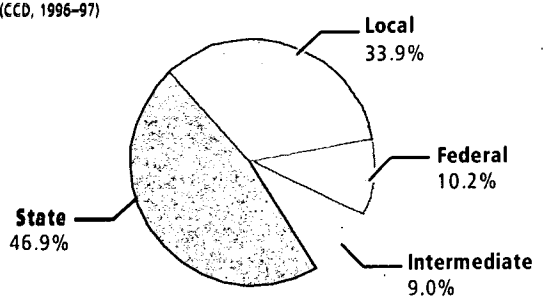
Elementary	Middle	High
16:1	15:1	15:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
4,757	2,093	3,278	49	49

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	109,791	108,757
	9–12	41,474	50,348
	Pre-K	n/a	515

Sources of funding
District average
(CCD, 1996–97)



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Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	n/a	10.2%
Asian/Pacific Islander	n/a	0.8
Black	n/a	0.5
Hispanic	n/a	1.6
White	n/a	86.9

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	9.8%	10.4%

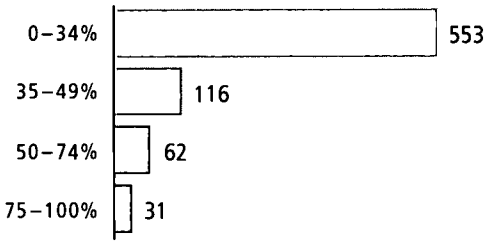
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	3,877	8,846

Migrant (OME, K–12)	1993–94	1998–99
	1,381	1,413

High school dropout rate (CCD, event)	1993–94	1997–98
	n/a	4.4%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	54%	57%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* Interpret with caution; 124 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
School accreditation process

Expected School Improvement on Assessment
50 lowest scoring schools identified deficient

Indicators for School Accountability
None

Title I Adequate Yearly Progress (AYP) for Schools
Average score on reading and math over 41st percentile two consecutive years

Schools Meeting Title I AYP Goal
557 (90.0%)

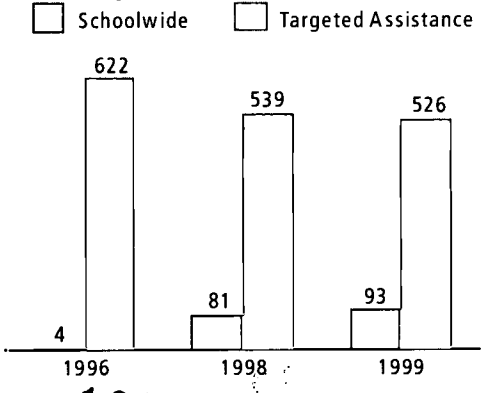
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	26,914
	9–12	7,087
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	7,379	2,326
Asian/Pacific Islander	125	100
Black	477	398
Hispanic	106	147
White	8,448	14,853

Title I allocation $26,813,909
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



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Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

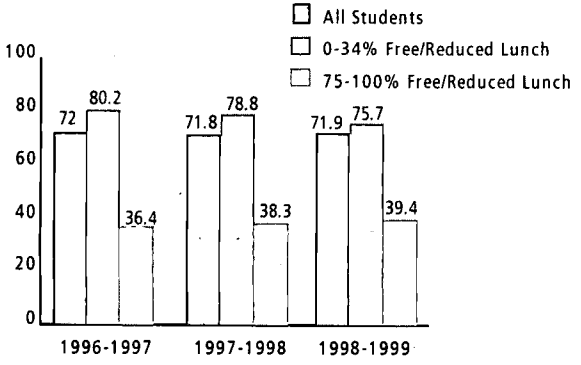
	Novice	Nearing Proficiency	Proficient	Advanced
All Students	13.3%	14.8%	56.8%	15.1%
Title I Schoolwide	22.8	18.0	48.9	10.3
Title I Targeted	12.7	15.5	57.3	14.5
Percent of School in Poverty				
00–34	10.2	14.1	58.1	17.6
75–100	38.6	22.1	34.5	4.9
LEP Students				
Migrant students				

Mathematics

	Novice	Nearing Proficiency	Proficient	Advanced
All Students	13.1%	14.6%	57.2%	15.1%
Title I Schoolwide	22.6	18.8	48.8	9.7
Title I Targeted	13.0	14.8	57.8	14.4
Percent of School in Poverty				
00–34	10.0	13.1	61.2	15.8
75–100	41.6	19.3	32.0	7.1
LEP Students				
Migrant students				

Student achievement trend

Reading 4th grade meets or exceeds Proficient



Grade 8

Reading/Language Arts

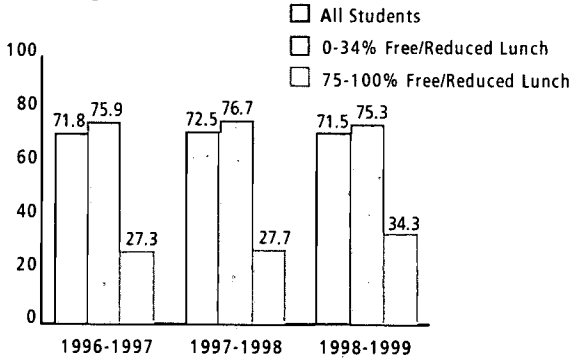
	Novice	Nearing Proficiency	Proficient	Advanced
All Students	11.9%	13.8%	58.6%	15.8%
Title I Schoolwide	29.2	17.9	45.3	7.7
Title I Targeted	11.8	14.3	58.8	15.1
Percent of School in Poverty				
00–34	10.6	14.1	59.4	15.9
75–100	42.2	18.7	36.3	2.8
LEP Students				
Migrant students				

Mathematics

	Novice	Nearing Proficiency	Proficient	Advanced
All Students	14.0%	14.6%	57.3%	14.2%
Title I Schoolwide	33.0	17.4	40.0	9.5
Title I Targeted	13.0	13.3	56.8	16.8
Percent of School in Poverty				
00–34	12.1	12.6	57.2	18.1
75–100	46.5	19.2	30.4	3.9
LEP Students				
Migrant students				

Student achievement trend

Math 8th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Multiple Assessment Tools, used since 1990
CTBS/Terra Nova, ITBS, Stanford, CAT, MAT

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1997
Proficient: Students scoring in stanines 5–7, from 45.2 to 76.9 NCEs, or from the 42nd to the 90th percentile

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
IEP committee decision, LEP team decision

Grade 11

Reading

	Novice	Nearing Proficiency	Proficient	Advanced
All Students	12.2%	13.2%	59.4%	15.1%
Title I Schoolwide	24.7	26.5	43.0	5.8
Title I Targeted	12.3	13.6	59.9	14.2

Mathematics

	Novice	Nearing Proficiency	Proficient	Advanced
All Students	11.3%	11.1%	56.5%	21.1%
Title I Schoolwide	33.8	22.4	34.7	9.1
Title I Targeted	11.1	11.0	57.4	20.5

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	37%	38%
Basic level and above	73%	83%
Math, 2000:		
Proficient level and above	25%	38%
Basic level and above	73%	81%

School and Teacher Demographics

Number of districts 644
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
906	107	306	9	5

Student/teacher ratio (CCD, 1998–99)

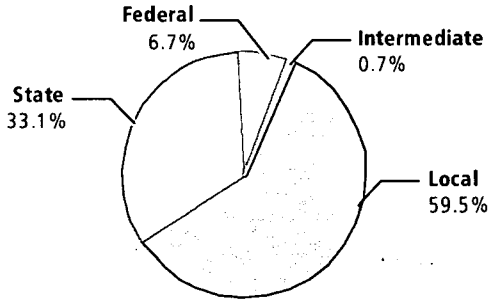
Elementary	Middle	High
15:1	14:1	14:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
10,093	3,037	6,935	66	57

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	194,227	195,159
	9–12	76,693	91,386
	Pre-K	n/a	4,595

Sources of funding
District average
(CCD, 1996–97)



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Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	1.1%	1.5%
Asian/Pacific Islander	1.0	1.5
Black	5.3	6.5
Hispanic	2.3	3.0
White	90.3	87.5

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	10.7%	12.1%

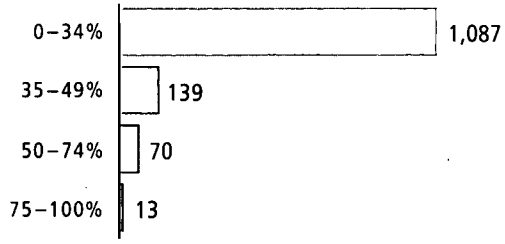
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	950	6,252

Migrant (OME, K–12)	1993–94	1998–99
	6,806	11,617

High school dropout rate (CCD, event)	1993–94	1997–98
	4.5%	4.4%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	60%	64%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 24 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Public reporting, Accreditation

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I Adequate Yearly Progress (AYP) for Schools
Meet annual progress goals for each school to attain 100% proficient in 10 years

Schools Meeting Title I AYP Goal
292 (58.9%)

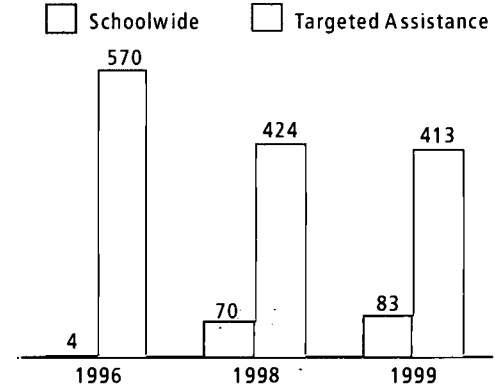
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	41,506
	9–12	1,361
	Pre-K	924

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	1,657	357
Asian/Pacific Islander	452	95
Black	6,142	542
Hispanic	4,807	1,431
White	14,469	12,403

Title I allocation $36,867,608
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



143

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grades 3–5 Title I Students

Reading/Language Arts

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	25.7%	29.3%	22.5%	22.5%
Title I Targeted	12.5	27.7	29.5	30.3
Percent of School in Poverty				
00–34	10.7	26.4	30.1	32.7
75–100	30.8	29.5	18.9	20.7
LEP Students				
Migrant students				

Mathematics

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	21.3%	27.5%	23.7%	27.5%
Title I Targeted	12.2	25.6	27.6	34.6
Percent of School in Poverty				
00–34	9.7	24.3	28.8	37.2
75–100	23.6	27.5	20.1	28.8
LEP Students				
Migrant students				

Grades 6–9 Title I Students

Reading/Language Arts

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	27.6%	30.8%	24.0%	17.5%
Title I Targeted	10.9	26.6	31.8	30.7
Percent of School in Poverty				
00–34	10.2	26.0	32.1	31.8
75–100	35.9	31.4	19.8	12.9
LEP Students				
Migrant students				

Mathematics

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	24.8%	29.0%	22.7%	23.5%
Title I Targeted	10.4	23.1	28.2	38.3
Percent of School in Poverty				
00–34	9.7	22.6	28.5	39.2
75–100	30.6	31.2	18.3	19.8
LEP Students				
Migrant students				

Assessment Information

Assessment Reported
Multiple Assessment Tools. Scores reported by elementary, middle, and high levels rather than by grade.

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Four Levels of Proficiency were defined: State standards were established for the NRT. Each district submitted standard points for the CRT which were reviewed by the SEA. Standard Criteria for the combined NRT and CRT points determine the level of performance. The pre-emerging and emerging levels represent the level of partially proficient as defined in the law.

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No statewide testing, only Title I

Other Assessments
Locally determined

Grades 10–12 Title I Students

Reading

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	19.8	27.1	32.4	20.6
Title I Targeted	12.0	25.1	32.2	30.6

Mathematics

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	17.4	23.5	28.3	30.8
Title I Targeted	8.9	22.2	29.1	39.9

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	24%	31%
Basic level and above	67%	74%

School and Teacher Demographics

Number of districts 17
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
291	71	72	20	7

Student/teacher ratio (CCD, 1998–99)

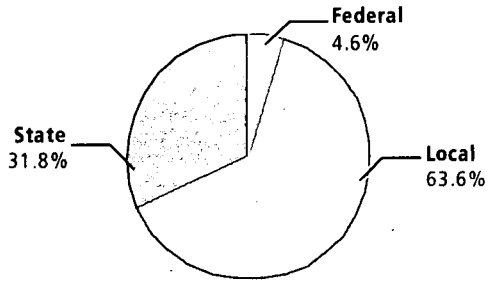
Elementary	Middle	High
18:1	21:1	22:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
9,263	3,083	3,519	139	327

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	137,455	226,456
	9–12	49,379	81,768
	Pre-K	n/a	2,140

Sources of funding
District average
(CCD, 1996–97)



146

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	2.0%	1.8%
Asian/Pacific Islander	3.3	5.1
Black	9.2	9.8
Hispanic	9.8	21.9
White	75.6	61.4

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	7.9%	9.7%

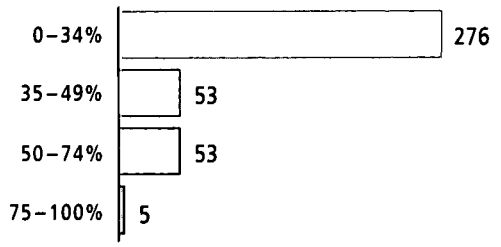
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	7,423	27,977

	1993–94	1998–99
Migrant (OME, K–12)	1,404	306

	1993–94	1997–98
High school dropout rate (CCD, event)	10.3%	10.1%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	38%	38%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* Interpret with caution. 74 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
>60 percent above bottom quartile on NRT (adequate level)

Expected School Improvement on Assessment
Annual improvement in rating

Indicators for School Accountability
NRT (Terra Nova) scores, attendance, percent taking tests

Title I Adequate Yearly Progress (AYP) for Schools
Improvement on weighted percentages at 4 levels

Schools Meeting Title I AYP Goal
56 (57.1%)

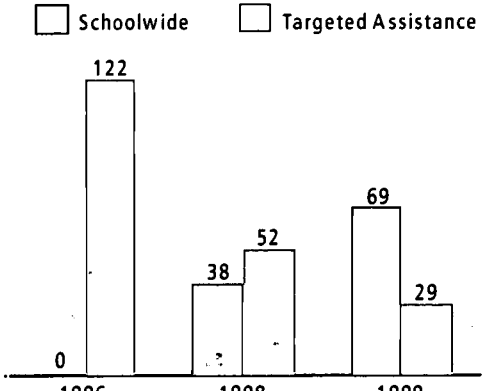
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	49,815
	9–12	n/a
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	1,229	93
Asian/Pacific Islander	1,585	36
Black	8,687	249
Hispanic	23,495	423
White	14,219	902

Title I allocation $23,156,792
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



147

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	National Percentile
All Students	**48%**
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	**52%**
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 8

Reading/Language Arts

	National Percentile
All Students	**52%**
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	**49%**
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Assessment Information

Assessment Reported
TerraNova Form A/B, used since 1997

Progress Toward Assessment Aligned with Standards
Performance standards are in development. The U.S. Department of Education extended a waiver.

State Definition of "Proficient"
>60 percent above bottom quartile on NRT. Within the state four reporting levels are used: Below Standard, Approaching Standard, Meets Standard, and Exceeds Standard.

Exclusion from Assessment
IEP and LEP students scoring below prescribed levels on the LAS pretest

Other Assessments
Nevada high school proficiency examinations in Reading, Mathematics, and Writing required for graduation and 4th and 8th Grade Writing Exam.

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	21%	24%
Basic level and above	53%	69%
Math, 2000:		
Proficient level and above	16%	19%
Basic level and above	60%	58%

ew Hampshire

http://www.ed.state.nh.us/

School and Teacher Demographics

Number of districts 179
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
344	94	78	0	0

Student/teacher ratio (CCD, 1998–99)

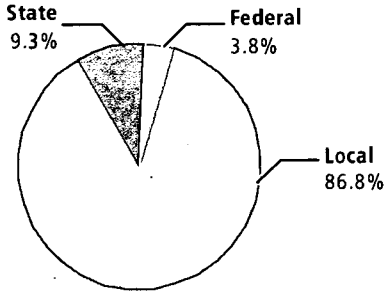
Elementary	Middle	High
16:1	15:1	14:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
6,135	3,170	3,979	0	0

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	124,410	144,488
	9–12	47,286	57,924
	Pre-K	n/a	1,586

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.2%	0.2%
Asian/Pacific Islander	1.0	1.2
Black	0.9	1.0
Hispanic	0.9	1.4
White	97.0	96.2

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	9.9%	11.6%

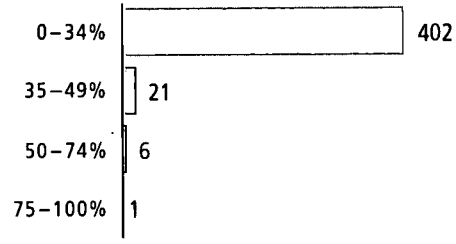
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	664	1,590

	1993–94	1998–99
Migrant (OME, K–12)	177	177

	1993–94	1997–98
High school dropout rate (CCD, event)	n/a	n/a

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	56%	73%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 86 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Public reporting

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I Adequate Yearly Progress (AYP) for Schools
Improvement or stable on 3-year weighted average of students at Basic, Proficient, Advanced levels (all subjects)

Schools Meeting Title I AYP Goal
176 (95.1%)

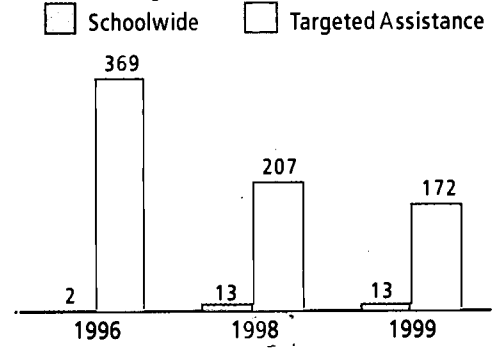
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	13,812
	9–12	546
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	n/a	n/a
Asian/Pacific Islander	109	74
Black	180	180
Hispanic	459	213
White	3,931	9,219

Title I allocation $18,500,548
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



150

151

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 3

English/Language Arts

	Novice	Basic	Proficient	Advanced
All Students	24%	45%	22%	5%
Title I	53	41	6*	
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	66	30	4*	
Migrant students				

* or above

Mathematics

	Novice	Basic	Proficient	Advanced
All Students	18%	42%	26%	13%
Title I	39	47	14*	
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	43	42	15*	
Migrant students				

* or above

Grade 6

English/Language Arts

	Novice	Basic	Proficient	Advanced
All Students	40%	42%	14%	1%
Title I	72	26	2*	
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	77	21	2*	
Migrant students				

* or above

Mathematics

	Novice	Basic	Proficient	Advanced
All Students	51%	32%	14%	1%
Title I	87	11	2*	
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	83	11	6*	
Migrant students				

* or above

Assessment Information

Assessment Reported
New Hampshire State Assessment Test, used since 1994–1995; 1995–1996 (high school)

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Proficient: See Appendix A for complete definitions.

Definition of Title I Targeted Assistance
There is no distinction between schoolwide and targeted scores. Scores reflect current Title I students only.

Exclusion from Assessment
Disabled, LEP, absent, or other

Other Assessments
None

Grade 10

English/Language Arts

	Novice	Basic	Proficient	Advanced
All Students	27%	61%	6%	1%
Title I Schoolwide				
Title I Targeted				

Mathematics

	Novice	Basic	Proficient	Advanced
All Students	50%	29%	14%	3%
Title I Schoolwide				
Title I Targeted				

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	38%	n/a
Basic level and above	75%	n/a
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

School and Teacher Demographics

Number of districts 608
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
1,451	409	315	6	136

Student/teacher ratio (CCD, 1998–99)

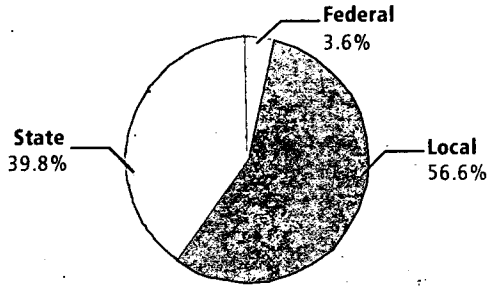
Elementary	Middle	High
16:1	14:1	13:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
41,887	17,680	24,780	312	3,318

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	765,810	850,289
	9–12	310,195	322,689
	Pre-K	n/a	10,977

Sources of funding
District average
(CCD, 1996–97)



154

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.1%	0.2%
Asian/Pacific Islander	4.1	5.8
Black	18.5	18.1
Hispanic	11.1	14.3
White	66.1	61.6

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	14.8%	14.0%

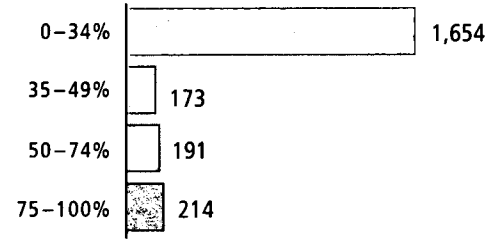
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	43,176	49,300

	1993–94	1998–99
Migrant (OME, K–12)	1,799	3,089

	1993–94	1997–98
High school dropout rate (CCD, event)	n/a	3.5

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	64%	74%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 85 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
All districts: 75% students at Proficient level on ESPA grade 4 and GEPA grade 8 tests; 85% for HSPT grade 11

Expected School Improvement on Assessment
See AYP

Indicators for School Accountability
Scores on CRT (ESPA, GEPA, HSPT)

Title I Adequate Yearly Progress (AYP) for Schools
Increase in percent passing R/LA, M, W, calculated on graduated formula, gap between performance and standard divided by 7

Schools Meeting Title I AYP Goal
Not available

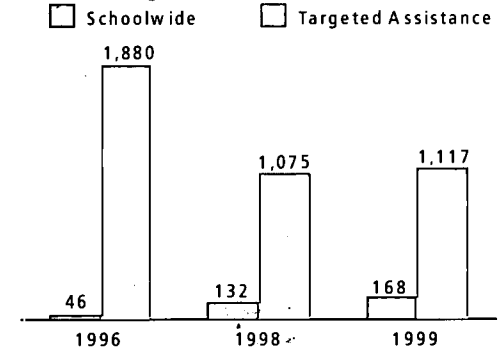
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	132,727
	9–12	16,468
	Pre-K	3,271

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	121	240
Asian/Pacific Islander	1,460	3,670
Black	46,915	31,926
Hispanic	33,678	25,416
White	5,646	44,766

Title I allocation $169,318,806
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



155

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Partially Proficient	Proficient	Advanced Proficient
All Students	43.3%	54.1%	2.6%
Title I Schoolwide	84.0	15.9	0.0
Title I Targeted	61.9	37.6	0.0
Percent of School in Poverty			
00–34			
75–100			
LEP Students	84.6	15.2	0.1
Migrant students	84.0	16.0	0.0

Mathematics

	Partially Proficient	Proficient	Advanced Proficient
All Students	39.4%	44.3%	16.2%
Title I Schoolwide	70.2	26.6	3.2
Title I Targeted	42.0	44.4	13.6
Percent of School in Poverty			
00–34			
75–100			
LEP Students	75.9	20.3	3.8
Migrant students	72.6	25.3	2.1

Grade 8

Reading/Language Arts

	Partially Proficient	Proficient	Advanced Proficient
All Schools	21.6%	71.4%	7.1%
Title I Schoolwide	51.9	47.4	0.7
Title I Targeted	21.9	72.3	5.8
Percent of School in Poverty			
00–34			
75–100			
LEP Students	83.5	16.4	0.1
Migrant students	51.9	48.1	0.0

Mathematics

	Partially Proficient	Proficient	Advanced Proficient
All Schools	37.9%	43.0%	19.2%
Title I Schoolwide	75.3	22.6	2.1
Title I Targeted	39.2	44.2	16.5
Percent of School in Poverty			
00–34			
75–100			
LEP Students	75.1	21.2	3.7
Migrant students	80.0	14.5	5.4

Assessment Information

Assessment Reported
Elementary School Proficiency Test, 8th Grade Proficiency Test, Grade 11 High School Proficiency Test

Progress Toward Assessment Aligned with Standards
Performance standards waiver granted by U.S. Department of Education.

State Definition of "Proficient"
Score of 200 and above.

Exclusion from Assessment
Policy under review

Other Assessments
No information provided

Grade 11

Reading

	Pass
All Schools	83.5%
Title I Schoolwide	50.0
Title I Targeted	78.3

Mathematics

	Pass
All Schools	87.0%
Title I Schoolwide	66.9
Title I Targeted	79.8

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

School and Teacher Demographics

Number of districts 89
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
432	156	139	10	8

Student/teacher ratio (CCD, 1998–99)

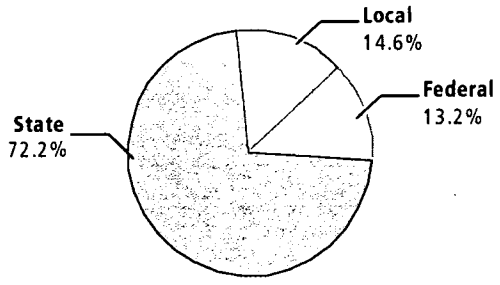
Elementary	Middle	High
16:1	16:1	18:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
9,789	4,741	4,989	72	406

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	203,157	229,553
	9–12	92,900	96,268
	Pre-K	n/a	2,932

Sources of funding
District average
(CCD, 1996–97)



158

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	9.8%	10.8%
Asian/Pacific Islander	0.9	1.0
Black	2.2	2.3
Hispanic	44.7	48.8
White	42.5	37.2

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	11.0%	13.3%

	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	58,752	78,107

	1993–94	1998–99
Migrant (OME, K–12)	3,842	3,230

	1993–94	1997–98
High school dropout rate (CCD, event)	8.5%	7.1%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	54%	58%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Acceptable level= > 40 percent of students passing scores on CRT, one SE above predicted score (NRT)

Expected School Improvement on Assessment
Improve scores on each assessment

Indicators for School Accountability
NRT, CRT socres (CTBS), Dropout, attendance, subgroup scores: LEP, poverty, disability

Title I Adequate Yearly Progress (AYP) for Schools
Increase proficient level by 5%, > 40th percentile on NRT

Schools Meeting Title I AYP Goal
301 (66.9%)

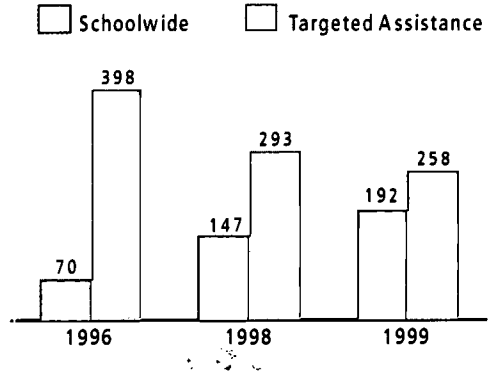
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	95,668
	9–12	7,268
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	15,152	4,266
Asian/Pacific Islander	355	119
Black	1,502	678
Hispanic	48,233	13,494
White	15,569	4,452

Title I allocation $64,714,831
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



159

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Beginning Step	Nearing Proficiency	Proficient	Advanced
All Students	10%	34%	34%	23%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Beginning Step	Nearing Proficiency	Proficient	Advanced
All Students	19%	48%	20%	12%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Grade 8

Reading/Language Arts

	Beginning Step	Nearing Proficiency	Proficient	Advanced
All Students	22%	42%	26%	10%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Beginning Step	Nearing Proficiency	Proficient	Advanced
All Students	50%	27%	18%	6%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Assessment Information

Assessment Reported
New Mexico Achievement Assessment, used since 1997–1998

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Scoring as "Competent Readers" and between a 40 and 59 on Math Problem solving subset

Exclusion from Assessment
No information given

Other Assessments
CTBS 5

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	22%	24%
Basic level and above	52%	70%
Math, 2000:		
Proficient level and above	12%	13%
Basic level and above	51%	49%

School and Teacher Demographics

Number of districts 705
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
2,459	712	764	138	151

Student/teacher ratio (CCD, 1998–99)

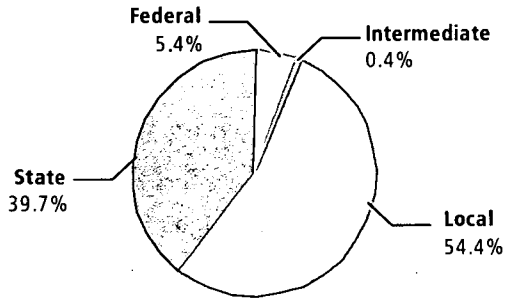
Elementary	Middle	High
16:1	15:1	16:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
90,756	36,057	48,528	5,485	7,516

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	1,790,143	1,907,253
	9–12	775,698	773,715
	Pre-K	28,172	38,180

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.3%	0.4%
Asian/Pacific Islander	3.9	5.6
Black	20.5	20.4
Hispanic	13.2	18.1
White	62.1	55.6

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	10.6%	12.1%

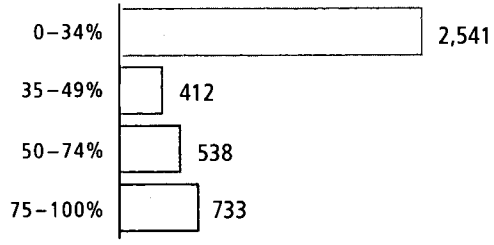
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	158,007	220,840

Migrant (OME, K–12)	1993–94	1998–99
	9,065	11,976

High school dropout rate (CCD, event)	1993–94	1997–98
	4.1%	n/a

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	70%	84%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
90 percent of students at or above level 2 on E/LA, Math at grade 4,8: 90 percent meet graduation test requirements

Expected School Improvement on Assessment
Improve percent students moving from level 1 to 2 and level 2 to 3: Reduce specified percent gap toward 90 percent target, based on 2 years scores

Indicators for School Accountability
CRT, attendance, suspension, high school dropout <5 percent

Title I Adequate Yearly Progress (AYP) for Schools
Same as statewide

Schools Meeting Title I AYP Goal
208 (8.0%)

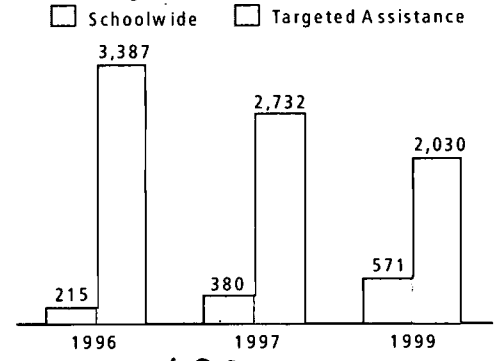
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	537,099
	9–12	30,193
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	2,146	925
Asian/Pacific Islander	21,083	16,252
Black	160,577	66,600
Hispanic	157,346	78,807
White	82,975	102,343

Title I allocation $705,011,874
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

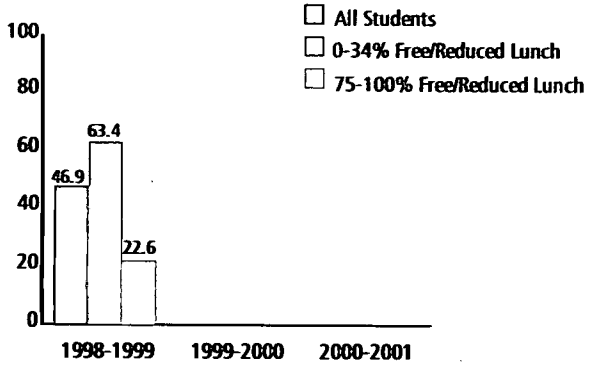
	Level 1	Level 2	Level 3	Level 4
All Students	11.8%	41.3%	42.0%	4.9%
Title I Schoolwide	24.1	50.3	24.0	1.6
Title I Targeted	9.9	41.6	43.7	4.8
Percent of School in Poverty				
00–34	3.6	33.0	55.8	7.6
75–100	25.8	51.5	21.5	1.1
LEP Students	47.5	49.1	3.3	0.1
Migrant students	18.4	62.1	18.4	1.0

Mathematics

	Level 1	Level 2	Level 3	Level 4
All Students	9.8%	23.3%	42.6%	24.3%
Title I Schoolwide	20.9	34.4	35.4	9.3
Title I Targeted	7.9	22.3	44.8	25.0
Percent of School in Poverty				
00–34	2.6	14.9	47.0	35.4
75–100	22.8	35.6	33.7	7.9
LEP Students	44.7	34.6	17.4	3.2
Migrant students	15.0	36.3	40.6	8.1

Student achievement trend

Reading 4rd grade meets or exceeds Level 3



Grade 8

Reading/Language Arts

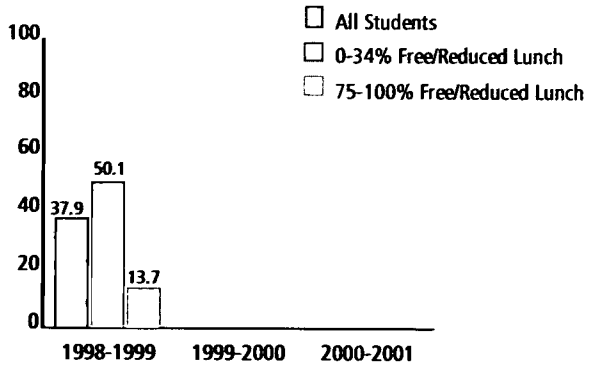
	Level 1	Level 2	Level 3	Level 4
All Students	9.8%	43.2%	38.6%	8.4%
Title I Schoolwide	22.0	54.1	21.0	2.9
Title I Targeted	9.6	44.6	38.3	7.4
Percent of School in Poverty				
00–34	4.2	37.3	47.4	11.1
75–100	23.0	54.6	20.0	2.4
LEP Students	43.8	54.1	1.9	0.2
Migrant students	22.5	59.2	18.3	0.0

Mathematics

	Level 1	Level 2	Level 3	Level 4
All Students	29.1%	33.0%	30.7%	7.2%
Title I Schoolwide	56.8	28.8	13.0	1.4
Title I Targeted	28.1	34.8	30.8	6.3
Percent of School in Poverty				
00–34	15.5	34.3	39.9	10.2
75–100	57.3	29.0	12.5	1.2
LEP Students	74.1	18.6	6.4	1.0
Migrant students	56.2	31.5	9.6	2.7

Student achievement trend

Math 8th grade meets or exceeds Level 3



Assessment Information

Assessment Reported
Preliminary Competency Test, First year of use

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Not available

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
LEP students are tested using alternate assessments

Other Assessments
No information provided

Grade 11

Reading/Language Arts

	Partially Proficient	Proficient	Above Proficient	Advanced
All Students				
Title I Schoolwide	4.3%	17.1%	61.6%	17.1%
Title I Targeted	5.0	18.6	58.7	19.8

Mathematics

	Partially Proficient	Proficient	Above Proficient	Advanced
All Students				
Title I Schoolwide	5.3%	24.3%	53.4%	17.0%
Title I Targeted	4.9	19.3	42.9	33.0

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	34%
Basic level and above	62%	78%
Math, 2000:		
Proficient level and above	22%	26%
Basic level and above	67%	68%

School and Teacher Demographics

Number of districts 120
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
1,254	420	337	77	7

Student/teacher ratio (CCD, 1998–99)

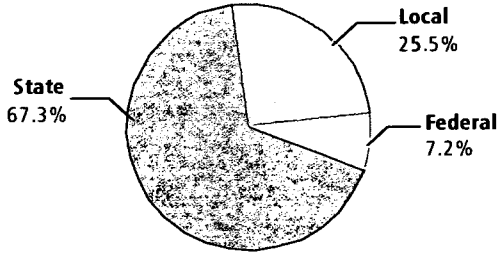
Elementary	Middle	High
15:1	15:1	15:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
41,751	18,735	22,307	1,723	289

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	769,825	913,146
	9–12	310,919	333,983
	Pre-K	n/a	7,610

Sources of funding
District average
(CCD, 1996–97)



166

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	1.6%	1.5%
Asian/Pacific Islander	0.8	1.7
Black	30.4	31.2
Hispanic	0.7	3.1
White	66.5	62.5

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	10.2%	11.6%

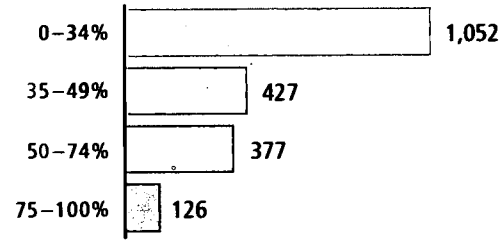
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	4,586	24,771

Migrant (OME, K–12)	1993–94	1998–99
	10,103	13,876

High school dropout rate (CCD, event)	1993–94	1997–98
	n/a	n/a

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	51%	56%

All schools by percent of students eligible* to participate in the Free Lunch Program
(CCD, 1998–99)



* 113 Schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
>50 percent students at/above grade level
(Reading, Writing and Math at grades 3-8; Reading Writing, Math, Science & Social Studies at grades 9-12)

Expected School Improvement on Assessment
Annual growth over a baseline set for each school

Indicators for School Accountability
Primarily End of Grade and End of Course Tests; additional components in high school

Title I AYP Target for Schools
Title I improvement defined as two years below AYP

Schools Meeting Title I AYP Goal
1,013 (98.3%)

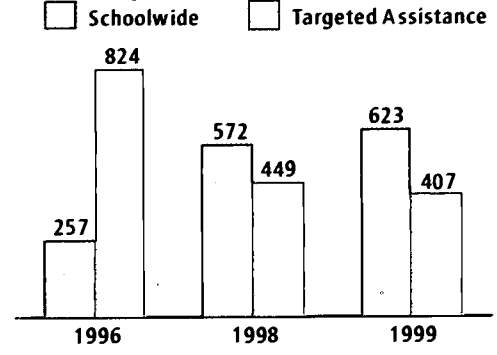
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	298,570
	9–12	4,582
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	11,135	256
Asian/Pacific Islander	2,865	517
Black	126,168	12,404
Hispanic	13,338	2,677
White	122,441	17,023

Title I allocation $146,819,726
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



167

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Level 1	Level 2	Level 3	Level 4
All Students	7.4%	21.2%	43.8%	27.6%
Title I Schoolwide	9.6	26.2	45.2	19.0
Title I Targeted	14.3	42.3	35.4	7.9
Percent of School in Poverty				
00–34	4.7	14.7	42.0	38.6
75–100	12.9	32.9	42.8	11.4
LEP Students	19.2	41.1	35.8	3.9
Migrant students	16.4	34.1	41.9	7.6

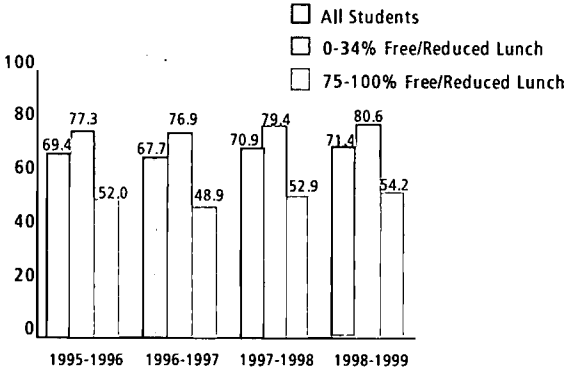
Mathematics

	Level 1	Level 2	Level 3	Level 4
All Students	2.9%	14.4%	43.0%	39.6%
Title I Schoolwide	3.7	17.9	47.6	30.8
Title I Targeted	5.8	29.4	49.1	15.6
Percent of School in Poverty				
00–34	1.7	9.7	37.1	51.5
75–100	5.2	22.9	50.1	21.8
LEP Students	6.0	23.5	53.8	16.7
Migrant students	3.8	20.5	53.1	22.5

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Student achievement trend

Reading 4th grade meets or exceeds Level 3



Grade 8

Reading/Language Arts

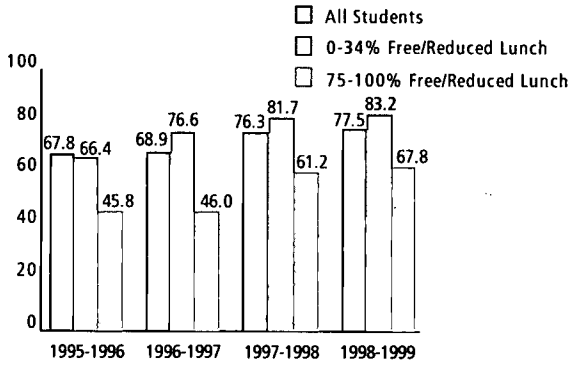
	Level 1	Level 2	Level 3	Level 4
All Students	3.2%	16.9%	43.1%	36.8%
Title I Schoolwide	4.2	21.8	47.8	26.2
Title I Targeted	7.1	38.4	42.1	12.4
Percent of School in Poverty				
00–34	2.2	12.4	40.4	45.0
75–100	7.1	29.7	47.4	15.8
LEP Students	15.0	49.1	29.8	6.1
Migrant students	12.0	34.0	40.4	13.6

Mathematics

	Level 1	Level 2	Level 3	Level 4
All Students	5.4%	17.0%	37.9%	39.6%
Title I Schoolwide	6.9	21.5	42.3	29.3
Title I Targeted	12.1	36.0	38.4	13.6
Percent of School in Poverty				
00–34	3.6	13.1	36.0	47.2
75–100	10.2	27.0	42.2	20.6
LEP Students	18.0	33.9	34.3	13.8
Migrant students	14.3	27.4	38.6	19.7

Student achievement trend

Math 8th grade meets or exceeds Level 3



Assessment Information

Assessment Reported
North Carolina End of Grade/End of Course Test, used since 1992–1993

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient", used since 1992–1993
Level 3: Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Exclusion from Assessment
LEP first year, LEP second year, exempted by IEP committee, identified under Section 504, temporary disability, or other

Other Assessments
NC Tests of Computer Skills
NRT

End of Course Test

English I

	Level 1	Level 2	Level 3	Level 4
All Students	9.4%	26.1%	39.3%	25.2%
Title I Schoolwide	23.7	39.6	28.2	8.6
Title I Targeted	54.4	40.0	4.8	0.8

Algebra I

	Level 1	Level 2	Level 3	Level 4
All Students	9.1%	25.5%	43.4%	22.0%
Title I Schoolwide	10.0	22.1	40.0	27.9
Title I Targeted	47.6	14.6	11.7	26.2

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	31%
Basic level and above	62%	76%
Math, 2000:		
Proficient level and above	28%	30%
Basic level and above	76%	70%

North Dakota

http://www.dpi.state.nd.us/

School and Teacher Demographics

Number of districts 234
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
323	37	189	4	2

Student/teacher ratio (CCD, 1998–99)

Elementary	Middle	High
15:1	15:1	15:1

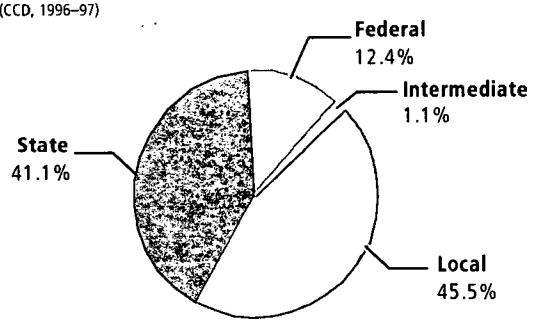
Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
3,879	942	2,761	59	137

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	84,920	76,255
	9–12	32,896	38,001
	Pre-K	n/a	671

Sources of funding

District average
(CCD, 1996–97)



170

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	6.1%	7.3%
Asian/Pacific Islander	0.7	0.7
Black	0.6	1.0
Hispanic	0.6	1.2
White	92.0	89.8

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	9.4%	10.3%

Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	7,187	6,340

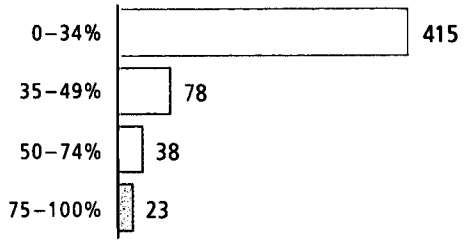
Migrant (OME, K–12)	1993–94	1998–99
	1,413	781

High school dropout rate (CCD, event)	1993–94	1997–98
	2.5%	2.8%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	68%	74%

All schools by percent of students eligible to participate in the Free Lunch Program*

(CCD, 1998–99)



* One school did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
School accreditation
8 process standards

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I Adequate Yearly Progress (AYP) for Schools
Gain 2.0 points on composite NRT score (CTBS-5)

Schools Meeting Title I AYP Goal
265 (93.0%)

Title I Schools

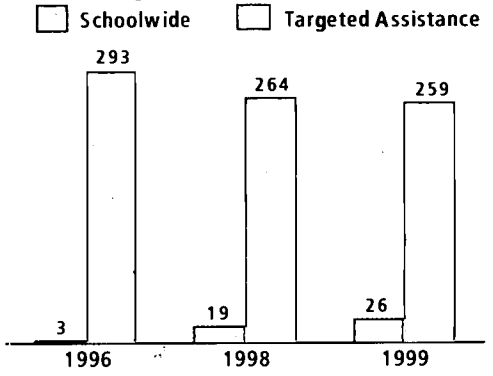
Title I enrollment (USED)		1998–99
	K–8	16,586
	9–12	2,401
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	2,774	944
Asian/Pacific Islander	106	102
Black	245	179
Hispanic	113	249
White	4,250	10,466

Title I allocation $18,939,846
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs

Schoolwide vs. targeted assistance (USED)



171

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	National Percentile
All Students	68%
Title I	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	64%
Title I	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 8

Reading/Language Arts

	National Percentile
All Students	63%
Title I	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	67%
Title I	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Assessment Information

Assessment Reported
Comprehensive Test of Basic Skills, Version 5

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
National percentile; there is no definition of proficient

Exclusion from Assessment
No information provided

Other Assessments
No information provided

Grade 10

Reading

	National Percentile
All Students	70%
Title I	
Title I Targeted	

Mathematics

	National Percentile
All Students	74%
Title I	
Title I Targeted	

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	25%	31%
Basic level and above	75%	77%

School and Teacher Demographics

Number of districts 675
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
2,180	736	761	37	18

Student/teacher ratio (CCD, 1998–99)

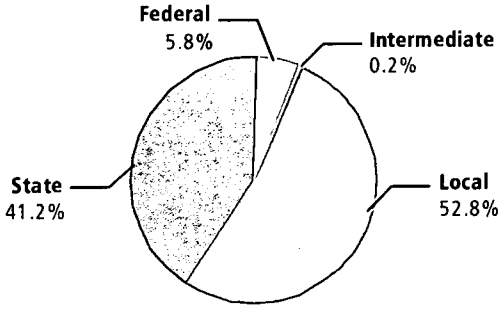
Elementary	Middle	High
18:1	16:1	18:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
48,438	24,027	34,560	695	390

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	1,238,917	1,272,445
	9–12	525,493	587,935
	Pre-K	n/a	21,066

Sources of funding
District average
(CCD, 1996–97)



174

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.1%	0.1%
Asian/Pacific Islander	0.9	1.0
Black	14.2	15.6
Hispanic	1.2	1.5
White	83.6	81.7

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	10.8%	10.4%

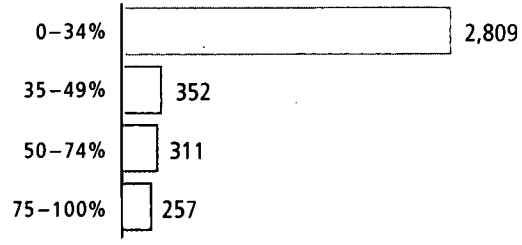
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	8,526	12,391

	1993–94	1998–99
Migrant (OME, K–12)	4,993	5,417

	1993–94	1997–98
High school dropout rate (CCD, event)	5.3%	5.1%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	51%	59%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* Three schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Grade 4,6 >75 percent; grade 10 >85 percent, grade 12 >60 percent passing score on CRT (4 subjects)

Expected School Improvement on Assessment
2.5 percent gain on two thirds of performance indicators not met the previous year; Progress toward higher level

Indicators for School Accountability
Graduation, attendance rates, proficiency tests

Title I Adequate Yearly Progress (AYP) for Schools
Same as statewide goal

Schools Meeting Title I AYP Goal
1,512 (74.9%)

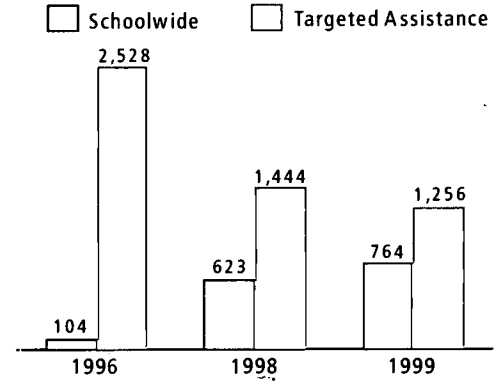
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	338,220
	9–12	20,835
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	37	n/a
Asian/Pacific Islander	2,109	703
Black	86,007	28,669
Hispanic	6,827	2,276
White	178,092	59,364

Title I allocation $309,550,088
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



175

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

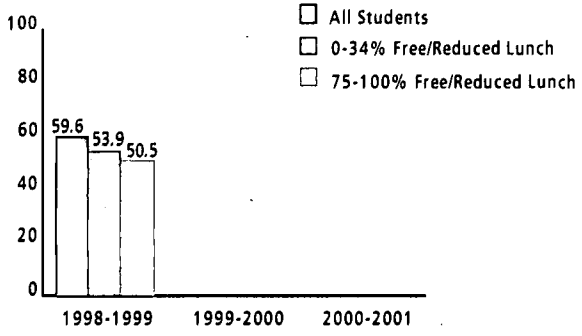
	Partially Proficient	Proficient	Advanced
All Students	40.4%	56.1%	3.5%
Title I Schoolwide	54.9	43.3	1.8
Title I Targeted	38.7	57.7	3.7
Percent of School in Poverty			
00–34	46.1	50.2	3.7
75–100	49.5	47.3	3.2
LEP Students	56.7	42.1	1.2
Migrant students	64.7	35.3	0.0

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	49.1%	39.2%	11.7%
Title I Schoolwide	64.6	29.6	5.9
Title I Targeted	47.4	40.6	12.0
Percent of School in Poverty			
00–34	51.1	37.1	11.8
75–100	55.0	34.5	10.6
LEP Students	57.5	33.7	8.8
Migrant students	73.5	20.6	5.9

Student achievement trend

Reading 4th grade meets or exceeds Proficient



Grade 6

Reading/Language Arts

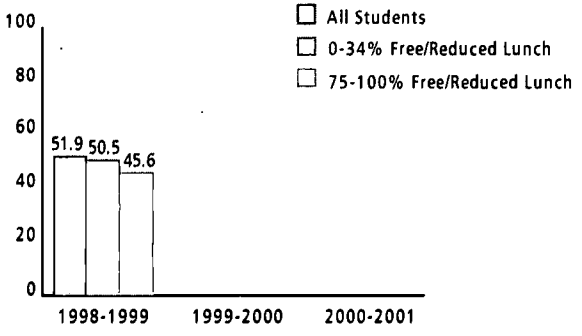
	Partially Proficient	Proficient	Advanced
All Students	47.3%	34.4%	18.3%
Title I Schoolwide	66.3	25.3	8.4
Title I Targeted	47.7	34.5	17.9
Percent of School in Poverty			
00–34	51.8	31.2	17.0
75–100	55.8	29.2	15.0
LEP Students	69.1	22.3	8.6
Migrant students	71.4	19.1	9.5

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	48.1%	44.8%	7.1%
Title I Schoolwide	69.3	28.1	2.6
Title I Targeted	48.8	44.7	6.6
Percent of School in Poverty			
00–34	49.5	43.3	7.2
75–100	54.4	39.2	6.4
LEP Students	59.8	35.3	4.9
Migrant students	76.2	9.5	14.3

Student achievement trend

Math 6th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Ohio 4th and 6th Grade Proficiency Test

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Proficient: Scaled score of 217 in Reading and 218 in Mathematics at Grade 4. Scaled score of 222 in Reading and 200 in Mathematics at Grade 6.

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No information provided

Other Assessments
No information provided

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	26%	31%
Basic level and above	74%	76%

School and Teacher Demographics

Number of districts 547
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
987	349	462	1	19

Student/teacher ratio (CCD, 1998–99)

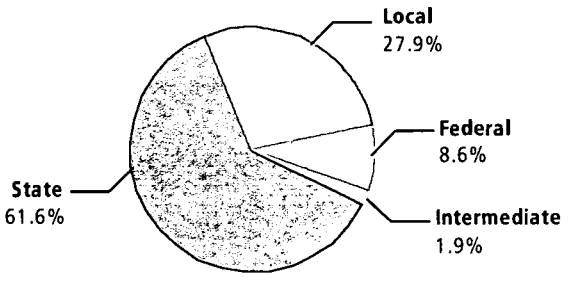
Elementary	Middle	High
16:1	16:1	15:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
20,202	8,351	10,936	4	760

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	420,940	428,893
	9–12	157,640	179,642
	Pre-K	2,940	16,787

Sources of funding
District average
(CCD, 1996–97)



178

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	11.4%	16.0%
Asian/Pacific Islander	1.1	1.4
Black	9.9	10.7
Hispanic	2.6	4.9
White	75.0	67.0

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	10.3%	12.1%

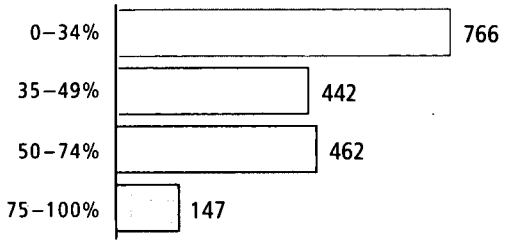
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	10,606	31,941

Migrant (OME, K–12)	1993–94	1998–99
	3,699	6,086

High school dropout rate (CCD, event)	1993–94	1997–98
	n/a	n/a

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	49%	50%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* One school did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Low performance <30 percent of students scoring satisfactory on index for reading and math

Expected School Improvement on Assessment
Annual improvement toward satisfactory rating

Indicators for School Accountability
CRT scores (OK Core Curriculum)

Title I Adequate Yearly Progress (AYP) for Schools
5 percent gain in satisfactory scores in schools less than 50 percent satisfactory in reading or math

Schools Meeting Title I AYP Goal
1,012 (88.3%)

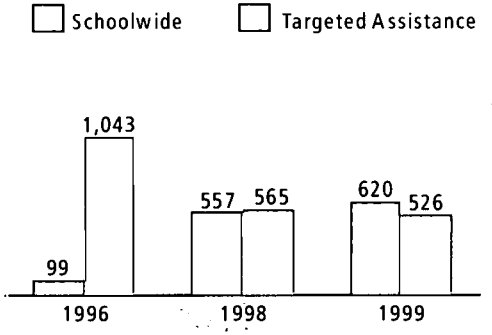
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	186,887
	9–12	17,250
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	39,918	5,859
Asian/Pacific Islander	1,220	320
Black	28,508	5,042
Hispanic	12,379	2,379
White	97,175	21,824

Title I allocation $90,172,909
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



179

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 5

Reading/Language Arts

	Unsatisfactory	Satisfactory
All Students	20%	80%
Title I Schoolwide	35	65
Title I Targeted	43	57
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Mathematics

	Unsatisfactory	Satisfactory
All Students	15%	85%
Title I Schoolwide	26	74
Title I Targeted	33	67
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Grade 8

Reading/Language Arts

	Unsatisfactory	Satisfactory
All Students	19%	81%
Title I Schoolwide	30	70
Title I Targeted	35	65
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Mathematics

	Unsatisfactory	Satisfactory
All Students	25%	75%
Title I Schoolwide	35	65
Title I Targeted	48	52
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Assessment Information

Assessment Reported
Oklahoma Core Curriculum Tests, used since 1994–1995

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1994
Satisfactory: Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Definition of Title I Targeted Assistance
Only Title I student scores at tested grade are reported in the assessment results.

Exclusion from Assessment
IEP and LEP plan

Other Assessments
ITBS at grades 3 and 7

Grade 11

Reading

	Unsatisfactory	Satisfactory
All Students	25%	75%
Title I Schoolwide	36	64
Title I Targeted	29	71

Mathematics

	Unsatisfactory	Satisfactory
All Students	40%	60%
Title I Schoolwide	53	47
Title I Targeted	48	52

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	30%	29%
Basic level and above	66%	80%
Math, 2000:		
Proficient level and above	17%	19%
Basic level and above	70%	65%

School and Teacher Demographics

Number of districts 199
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
759	221	231	49	11

Student/teacher ratio (CCD, 1998–99)

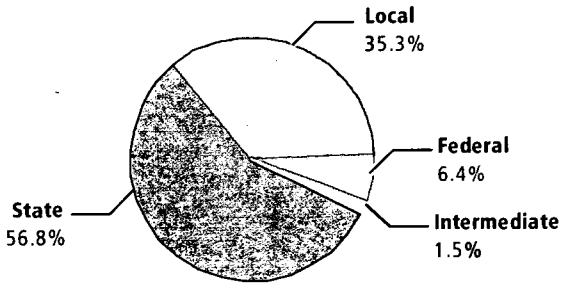
Elementary	Middle	High
21:1	20:1	20:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
12,582	5,755	7,797	620	37

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	340,264	377,254
	9–12	132,130	162,804
	Pre-K	n/a	547

Sources of funding
District average
(CCD, 1996–97)



182

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	1.7%	2.1%
Asian/Pacific Islander	2.8	3.7
Black	2.4	2.7
Hispanic	4.0	8.7
White	89.2	82.9

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	10.3%	11.4%

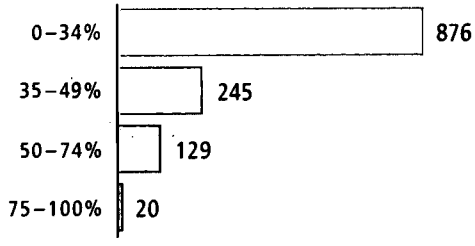
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	7,557	33,559

Migrant (OME, K–12)	1993–94	1998–99
	23,958	26,408

High school dropout rate (CCD, event)	1993–94	1997–98
	7.1%	n/a

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	57%	54%

All schools by percent of students eligible to participate in the Free Lunch Program *
(CCD, 1998–99)



* One school did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
School performance over 60 of 125 points Index (tests, attendance, dropout rates)

Expected School Improvement on Assessment
Improvement on index over 3 years (Improving = 3.3 points)

Indicators for School Accountability
CRT (reading, math) scores, attendance, dropout

Title I Adequate Yearly Progress (AYP) for Schools
Annual increase in percent students meeting standards in LA, math

Schools Meeting Title I AYP Goal
523 (89.6%)

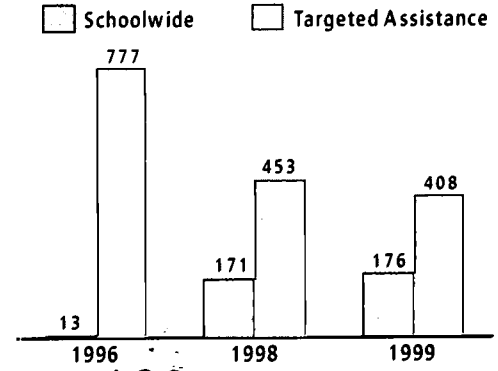
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	100,293
	9–12	3,987
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	2,250	1,042
Asian/Pacific Islander	2,214	1,021
Black	4,846	1,565
Hispanic	12,491	4,896
White	47,706	26,819

Title I allocation $81,317,313
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



183

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

	Very Low	Low	Nearly Meets	Meets Standards	Exceeds Standards
All Students	12%	7%	8%	35%	38%
Title I Schoolwide	17	9	10	37	27
Title I Targeted	12	8	8	36	37
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students					

Mathematics

	Very Low	Low	Nearly Meets	Meets Standards	Exceeds Standards
All Students	8%	13%	15%	38%	27%
Title I Schoolwide	12	18	18	35	17
Title I Targeted	8	13	15	39	25
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students					

Grade 8

Reading/Language Arts

	Very Low	Low	Nearly Meets	Meets Standards	Exceeds Standards
All Students	9%	19%	21%	24%	27%
Title I Schoolwide	16	27	21	19	17
Title I Targeted	10	22	23	24	21
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students					

Mathematics

	Very Low	Low	Nearly Meets	Meets Standards	Exceeds Standards
All Students	13%	20%	19%	23%	25%
Title I Schoolwide	21	27	19	20	13
Title I Targeted	14	24	20	23	19
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students					

Assessment Information

Assessment Reported
Oregon Statewide Assessment System, used since 1991-1992, revised in 1999

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Meets or exceeds standards

Definition of Title I Targeted Assistance
All students at tested grade are included in the assessment results.

Exclusion from Assessment
Absent, individually determined Special Education and LEP students

Other Assessments
None

Grade 10

Reading

	Very Low	Low	Nearly Meets	Meets Standards	Exceeds Standards
All Students	13%	19%	23%	30%	15%
Title I Schoolwide	30	31	19	15	6
Title I Targeted	16	21	25	26	12

Mathematics

	Very Low	Low	Nearly Meets	Meets Standards	Exceeds Standards
All Students	19	23	27	21	11
Title I Schoolwide	40	32	17	8	3
Title I Targeted	23	25	26	18	8

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	33%
Basic level and above	61%	78%
Math, 2000:		
Proficient level and above	24%	32%
Basic level and above	68%	72%

School and Teacher Demographics

Number of districts 501
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
1,932	545	599	26	37

Student/teacher ratio (CCD, 1998–99)

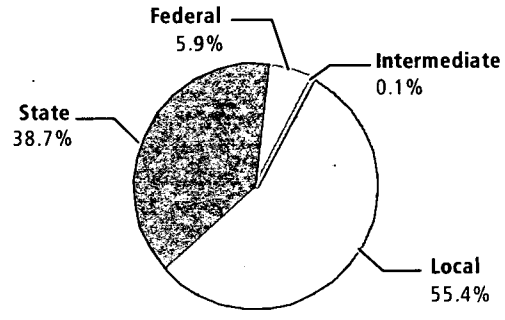
Elementary	Middle	High
18:1	17:1	16:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
47,238	22,206	33,102	648	1,008

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	1,147,986	1,248,438
	9–12	507,293	535,400
	Pre-K	n/a	2,712

Sources of funding
District average
(CCD, 1996–97)



186

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.1%	0.1%
Asian/Pacific Islander	1.5	1.9
Black	13.1	14.6
Hispanic	2.6	4.0
White	82.7	79.4

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	11.6%	10.0%

	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	52,379	100,780

	1993–94	1998–99
Migrant (OME, K–12)	8,424	13,248

	1993–94	1997–98
High school dropout rate (CCD, event)	n/a	n/a

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	57%	65%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Public reporting test scores and school profiles

Expected School Improvement on Assessment
Rewards = Increase 50 points on CRT (PSSA)

Indicators for School Accountability
CRT (PSSA), graduation, attendance

Title I Adequate Yearly Progress (AYP) for Schools
Move 5 percent of students up one level in reading, math

Schools Meeting Title I AYP Goal
1,516 (87.6%)

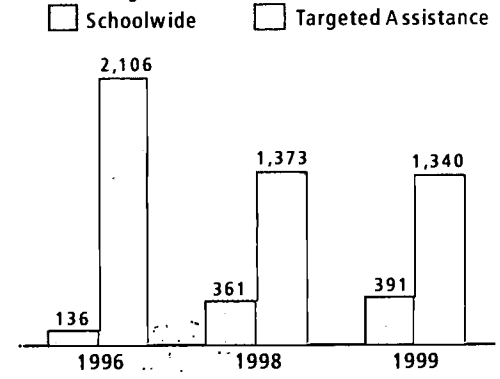
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	307,114
	9–12	27,989
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	n/a	n/a
Asian/Pacific Islander	230	70
Black	6,569	897
Hispanic	132,547	11,756
White	34,850	5,312

Title I allocation $348,361,624
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



187

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 5

Reading/Language Arts

	Bottom	Low Middle	High Middle	Top
All Students	23.2%	23.6%	26.0%	27.1%
Title I	50.7	29.7	14.0	5.6
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	71.6	19.2	7.1	2.1
Migrant students	60.3	24.8	12.4	2.6

Mathematics

	Bottom	Low Middle	High Middle	Top
All Students	23.1%	28.5%	26.2%	22.1%
Title I	49.8	33.3	12.9	4.0
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	59.9	24.2	11.6	4.3
Migrant students	53.0	32.6	11.4	3.0

Grade 8

Reading/Language Arts

	Bottom	Low Middle	High Middle	Top
All Students	24.1%	24.1%	25.6%	26.1%
Title I	57.1	26.6	11.5	4.8
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	81.7	13.8	3.7	0.9
Migrant students	63.4	25.4	8.2	3.0

Mathematics

	Bottom	Low Middle	High Middle	Top
All Students	23.3%	28.3%	26.4%	22.0%
Title I	59.8	27.6	9.2	3.4
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	73.5	15.9	7.3	3.3
Migrant students	60.4	25.0	11.8	2.8

Assessment Information

Assessment Reported
Pennsylvania System of Student Assessments, used since 1996

Progress Toward Assessment Aligned with Standards
Performance standards met the review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Student results are placed in quartiles; there is no definition of proficient

Exclusion from Assessment
IEP exclusions, parental exclusions for grade 11, and incomplete assessments

Other Assessments
Writing examination at grades 6 and 9 will become mandatory in 2000.

Grade 11

Reading

	Bottom	Low Middle	High Middle	Top
All Students	24.8%	24.5%	26.5%	24.1%
Title I	72.7	19.8	6.1	1.4
Title I Targeted				

Mathematics

	Bottom	Low Middle	High Middle	Top
All Students	26.1%	26.6%	26.3%	20.9%
Title I	73.6	19.9	5.8	0.9
Title I Targeted				

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

188

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erto Rico

School and Teacher Demographics

Number of districts 1
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
900	218	175	215	11

Student/teacher ratio (CCD, 1998–99)

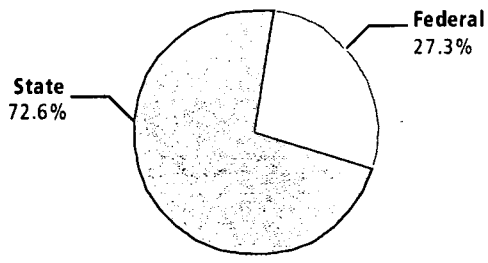
Elementary	Middle	High
15:1	16:1	18:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
19,084	6,641	6,903	6,530	292

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	486,247	440,461
	9–12	164,978	157,385
	Pre-K	n/a	1,037

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	n/a	n/a
Asian/Pacific Islander	n/a	n/a
Black	n/a	n/a
Hispanic	n/a	100.0
White	n/a	n/a

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	n/a	6.5%

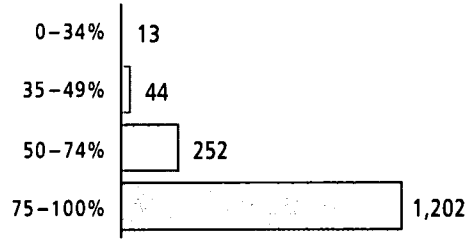
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	n/a	16,618

	1993–94	1998–99
Migrant (OME, K–12)	16,288	14,543

	1993–94	1997–98
High school dropout rate (CCD, event)	n/a	n/a

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	n/a	n/a

All schools by percent of students eligible to participate in the Free Lunch Program *
(CCD, 1998–99)



* Eight schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
No information available

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I Adequate Yearly Progress (AYP) for Schools
No information available

Schools Meeting Title I AYP Goal
1,106 (78.7%)

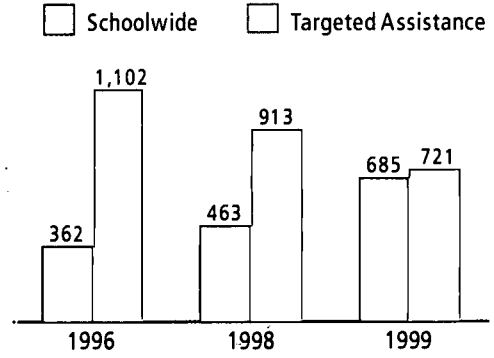
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	322,500
	9–12	60,591
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	n/a	n/a
Asian/Pacific Islander	n/a	n/a
Black	n/a	n/a
Hispanic	291,056	96,689
White	n/a	n/a

Title I allocation $274,657,067
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grades 3,6,9,11

Reading/Language Arts

	Partially Proficient	Proficient	Advanced
All Students	64.2%	21.6%	14.2%
Title I Schoolwide	64.3	21.3	14.4
Title I Targeted	68.7	19.0	12.3
Percent of School in Poverty			
00–34	42.7	26.4	30.9
75–100	65.6	21.0	13.4
LEP Students	100.0		
Migrant students	49.1	25.9	25.0

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	41.5%	36.0%	22.5%
Title I Schoolwide	36.7	37.5	25.8
Title I Targeted	40.3	38.6	21.1
Percent of School in Poverty			
00–34	33.1	38.9	28.0
75–100	41.6	35.9	22.5
LEP Students	52.1	34.2	13.7
Migrant students	39.2	37.9	22.9

Grade

Reading/Language Arts

	Partially Proficient	Proficient	Advanced
All Students			
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Mathematics

	Partially Proficient	Proficient	Advanced
All Students			
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Assessment Information

Assessment Reported
Prueba Puertorriguena de Competencias Escolares

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Proficient: met or exceeded state criteria for academic progress

Definition of Title I Targeted Assistance
No information provided

Exclusion from Assessment
No information provided

Other Assessments
No information provided

Grade

English/Language Arts

	Partially Proficient	Proficient	Advanced
All Students			
Title I Schoolwide			
Title I Targeted			

Mathematics

	Partially Proficient	Proficient	Advanced
All Students			
Title I Schoolwide			
Title I Targeted			

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

School and Teacher Demographics

Number of districts 36
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
214	55	44	2	3

Student/teacher ratio (CCD, 1998–99)

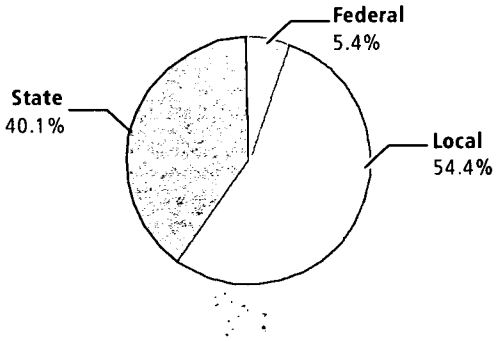
Elementary	Middle	High
15:1	13:1	13:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
5,082	2,724	3,255	52	11

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	98,412	108,271
	9–12	37,317	42,113
	Pre-K	n/a	811

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.4%	0.5%
Asian/Pacific Islander	3.2	3.3
Black	6.4	7.6
Hispanic	5.9	12.3
White	84.1	76.4

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	13.3%	15.6%

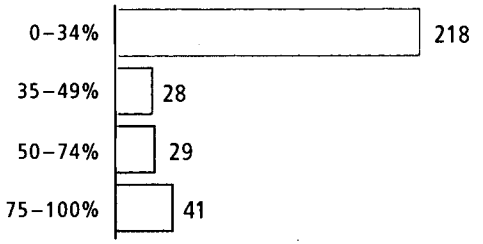
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	7,592	10,009

Migrant (OME, K–12)	1993–94	1998–99
	247	176

High school dropout rate (CCD, event)	1993–94	1997–98
	4.6%	4.9%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	65%	77%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* Two schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
4 percent growth in percent of students at proficient level with school target based on 3 years scores in each subject

Expected School Improvement on Assessment
Meet the growth target and narrow achievement gap of lowest achieving students based on subgroups performance

Indicators for School Accountability
Test scores, Teacher survey on practices

Title I Adequate Yearly Progress (AYP) for Schools
Same as statewide goal

Schools Meeting Title I AYP Goal
102 (75.0%)

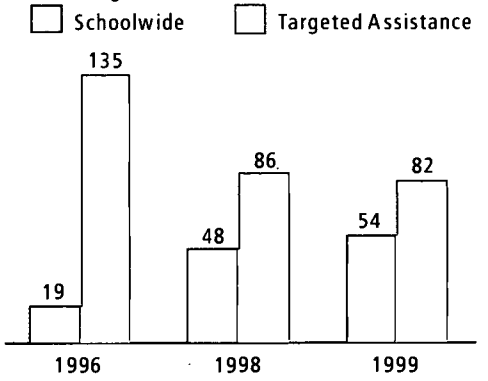
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	20,672
	9–12	1,262
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	70	n/a
Asian/Pacific Islander	2,344	61
Black	3,713	386
Hispanic	6,091	708
White	5,069	4,253

Title I allocation $25,938,046
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

English Language Arts–All Students in Grade 4

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. w/Honors
Rdg. Basic Underst.	0%	8%	8%	76%	8%
Reading Analysis	0	7	25	68	2

Mathematics–All Students in Grade 4

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. w/Honors
Skills	1%	15%	24%	39%	21%
Concepts	1	29	40	28	1
Problem Solving	19	43	14	17	6

Grade 8

English Language Arts–All Students in Grade 8

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. w/Honors
Rdg. Basic Underst.	0%	14%	34%	51%	1%
Reading Analysis	1	33	43	22	1

Mathematics–All Students in Grade 8

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. w/Honors
Skills	7%	12%	19%	32%	30%
Concepts	35	24	19	16	5
Problem Solving	25	32	13	26	4

Assessment Information

Assessment Reported
Rhode Island New Standards Reference Exams, used since 1997

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Proficient/Achieved Standard: At this level, students demonstrate the ability to apply concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.

Exclusion from Assessment
English Language Learners, 1st year in school; Alternate Assessments

Other Assessments
Rhode Island Health Education Performance Assessment Program
Rhode Island Writing Assessment Program

Grade 10

Language Arts-All Students in Grade 10

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. w/Honors
Rdg. Basic Underst.	1%	15%	51%	33%	0%
Reading Analysis	2	36	44	18	0

Mathematics-All Students in Grade 10

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. w/Honors
Skills	13%	31%	13%	29%	14%
Concepts	13	38	25	16	8
Problem Solving	38	35	10	12	5

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	32%	30%
Basic level and above	65%	74%
Math, 2000:		
Proficient level and above	23%	24%
Basic level and above	67%	65%

uth Carolina

http://www.sde.state.sc.us/

School and Teacher Demographics

Number of districts 90
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
588	245	204	19	2

Student/teacher ratio (CCD, 1998–99)

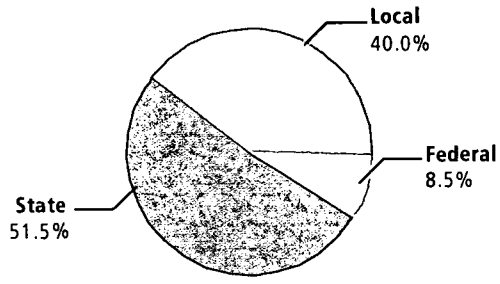
Elementary	Middle	High
15:1	16:1	16:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
20,437	9,882	11,435	551	117

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	443,712	468,852
	9–12	172,465	186,745
	Pre-K	n/a	n/a

Sources of funding
District average
(CCD, 1996–97)



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Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.1%	0.2%
Asian/Pacific Islander	0.6	0.9
Black	41.1	42.0
Hispanic	0.3	1.2
White	57.9	55.7

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	n/a	13.6%

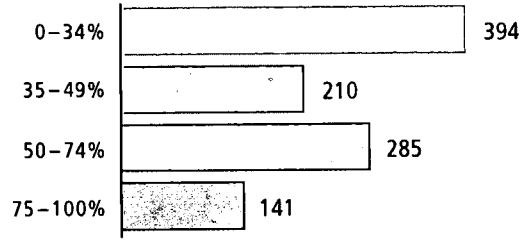
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	n/a	3,202

	1993–94	1998–99
Migrant (OME, K–12)	2,227	1,803

	1993–94	1997–98
High school dropout rate (CCD, event)	n/a	n/a

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	58%	59%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 28 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Beginning 2001: Rating based on percent students meeting standard (5 levels)

Expected School Improvement on Assessment
Rewards for high improvement of students using matched longitudinal data

Indicators for School Accountability
CRT scores

Title I Adequate Yearly Progress (AYP) for Schools
Annual improvement toward 75 percent Basic in E/LA and 70% Basic in Math

Schools Meeting Title I AYP Goal
424 (85.0%)

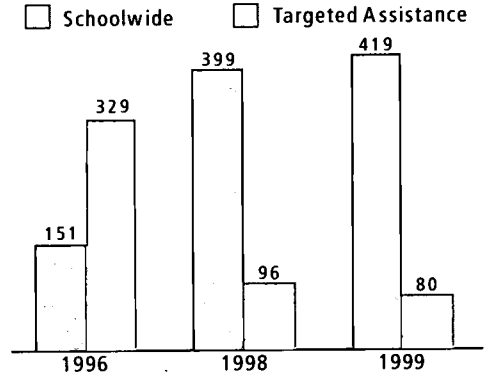
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	197,844
	9–12	6,882
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	481	30
Asian/Pacific Islander	946	41
Black	124,604	3,950
Hispanic	3,408	88
White	75,841	3,197

Title I allocation $96,977,396
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



199

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students	35%	37%	26%	3%
Title I Schoolwide	43	37	19	1
Title I Targeted	30	38	29	3
Percent of School in Poverty				
00–34				
75–100				
LEP Students	63	30	7	0
Migrant students				

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	45%	37%	13%	5%
Title I Schoolwide	55	34	8	2
Title I Targeted	39	40	16	5
Percent of School in Poverty				
00–34				
75–100				
LEP Students	57	36	5	2
Migrant students				

Grade 8

Reading/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students	38%	41%	19%	3%
Title I Schoolwide	51	39	10	1
Title I Targeted	29	43	24	4
Percent of School in Poverty				
00–34				
75–100				
LEP Students	85	15	0	0
Migrant students				

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	49%	36%	10%	5%
Title I Schoolwide	63	30	5	2
Title I Targeted	38	39	14	9
Percent of School in Poverty				
00–34				
75–100				
LEP Students	71	29	0	0
Migrant students				

Assessment Information

Assessment Reported
Palmetto Achievement Challenge Test

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1995–96
Students who perform at the "Proficient" level on the PACT have met expectations for student performance based on the curriculum standards approved by the State Board of Education.

Exclusion from Assessment
During the 1999–2000 school year, students who qualify for the PACT Alternate Assessment are exempt. Some LEP students may be exempt based on the curriculum standards approved by the State Board of Education.

Other Assessments
BSAP

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	22%	22%
Basic level and above	55%	65%
Math, 2000:		
Proficient level and above	18%	17%
Basic level and above	60%	54%

200

201

uth Dakota

http://www.state.sd.us/deca/

School and Teacher Demographics

Number of districts 176
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
393	181	181	10	5

Student/teacher ratio (CCD, 1998–99)

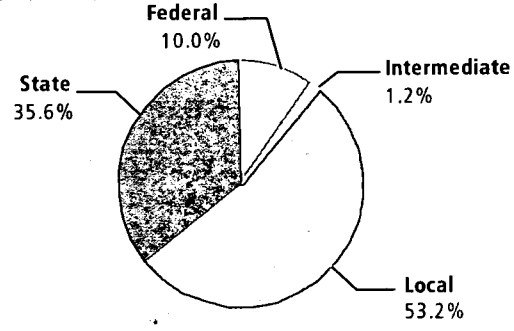
Elementary	Middle	High
16:1	14:1	15:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
3,910	1,995	2,800	40	22

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	93,596	90,081
	9–12	33,733	41,546
	Pre-K	n/a	654

Sources of funding
District average
(CCD, 1996–97)



202

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	n/a	9.6%
Asian/Pacific Islander	n/a	0.9
Black	n/a	1.0
Hispanic	n/a	1.0
White	n/a	87.5

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	9.6%	9.6%

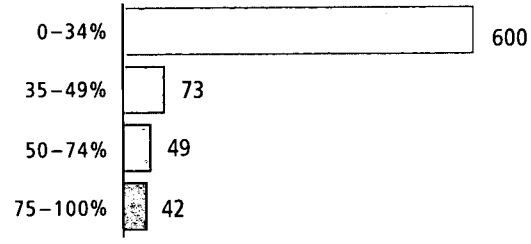
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	6,048	6,515

Migrant (OME, K–12)	1993–94	1998–99
	1,733	2,562

High school dropout rate (CCD, event)	1993–94	1997–98
	n/a	3.1

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	50%	50%

All schools by percent of students eligible* to participate in the Free Lunch Program
(CCD, 1998–99)



* Six schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
School accreditation

Expected School Improvement on Assessment
Under Task Force Review

Indicators for School Accountability
Under Task Force Review

Title I Adequate Yearly Progress (AYP) for Schools
Five percent gain from Below Basic to Basic or from Basic to Proficient.

Schools Meeting Title I AYP Goal
396 (100.0%)

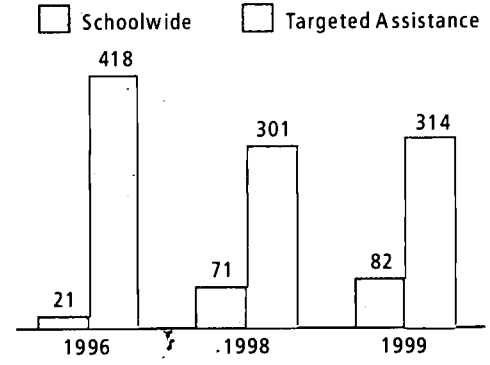
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	19,263
	9–12	1,158
	Pre-K	237

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	6,226	1,573
Asian/Pacific Islander	77	50
Black	163	89
Hispanic	195	142
White	5,036	8,474

Title I allocation $20,781,896
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



203

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	National Percentile
All Students	64%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	62%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 8

Reading/Language Arts

	National Percentile
All Students	64%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	69%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Assessment Information

Assessment Reported
Stanford Achievement Test Version 9, used since 1997–98

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1997
National percentile; no levels

Exclusion from Assessment
Information will be available from 1999–2000 results

Other Assessments
Stanford Achievement Writing Test, Grades 5 & 9
Other assessments are under development

Grade 11

Reading/Language Arts

	National Percentile
All Students	53%
Title I Schoolwide	
Title I Targeted	

Mathematics

	National Percentile
All Students	67%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

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School and Teacher Demographics

Number of districts 139
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
942	263	291	49	9

Student/teacher ratio (CCD, 1998–99)

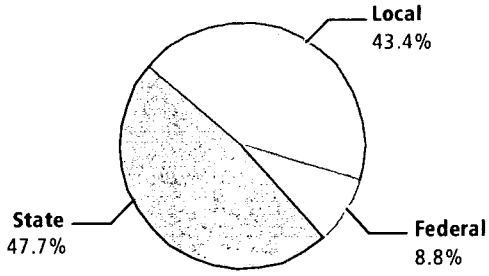
Elementary	Middle	High
n/a	n/a	n/a

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
n/a	n/a	n/a	n/a	n/a

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	590,121	637,196
	9–12	229,539	240,893
	Pre-K	n/a	n/a

Sources of funding
District average
(CCD, 1996–97)



206

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	n/a	0.1%
Asian/Pacific Islander	0.7	1.1
Black	22.4	24.0
Hispanic	0.3	1.3
White	76.6	73.4

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	11.7%	12.2%

Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	2,829	7,223

Migrant (OME, K–12)	1993–94	1998–99
	391	1,502

High school dropout rate (CCD, event)	1993–94	1997–98
	n/a	5.0

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	54%	57%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Above 50 percentile on NRT in reading and math

Expected School Improvement on Assessment
TVAAS (value-added) score of 100 (3-5 year student improvement on TCAP)

Indicators for School Accountability
NRT / (CTBS) value-added assessment, attendance, promotion, dropout

Title I Adequate Yearly Progress (AYP) for Schools
Grade 3-8 Improve mean performance level across grades by average of .05 , Grade 9-12Increase number of students passing Competency Examination

Schools Meeting Title I AYP Goal
131 (17.0%)

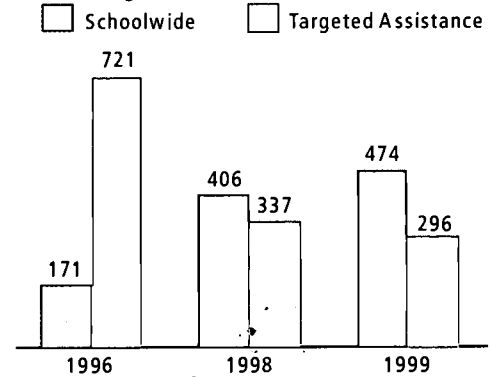
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	233,152
	9–12	12,266
	Pre-K	3,097

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	316	37
Asian/Pacific Islander	1,262	148
Black	98,556	4,926
Hispanic	2,835	694
White	116,839	26,680

Title I allocation $131,169,017
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



207

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Median National Percentile
All Students	60%
Title I Schoolwide	41
Title I Targeted	48
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	Median National Percentile
All Students	64%
Title I Schoolwide	47
Title I Targeted	32
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 8

Reading/Language Arts

	Median National Percentile
All Students	59%
Title I Schoolwide	43
Title I Targeted	55
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	Median National Percentile
All Students	59%
Title I Schoolwide	43
Title I Targeted	57
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Assessment Information

Assessment Reported
Tennessee Comprehensive Achievement Program, new version in 1997–98.

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Percentile, there is no definition of proficient.

Exclusion from Assessment
IEP team decision and local decision

Other Assessments
TCAP Writing Assessment

Grade 9

Reading/Language Arts

	Percent Passing Competency
All Students	78%
Title I Schoolwide	
Title I Targeted	

Mathematics

	Percent Passing Competency
All Students	71%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	25%	26%
Basic level and above	58%	71%
Math, 2000:		
Proficient level and above	18%	17%
Basic level and above	60%	53%

School and Teacher Demographics

Number of districts 1,042
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
3,664	1,504	1,365	458	237

Student/teacher ratio (CCD, 1998–99)

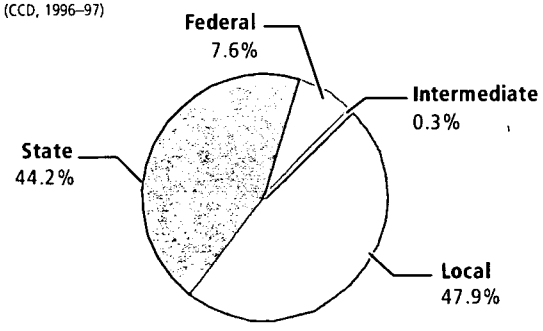
Elementary	Middle	High
16:1	15:1	15:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
119,685	61,107	67,959	6,994	3,053

Public school enrollment		1989–90	1998–99
(CCD)	K–8	2,443,245	2,731,264
(By state definition)	9–12	885,269	1,077,158
	Pre-K	n/a	136,945

Sources of funding
District average
(CCD, 1996–97)



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Student Demographics

Race/ethnicity	1989–90	1998–99
American Indian/Alaskan Natives	0.2%	0.3%
Asian/Pacific Islander	1.9	2.5
Black	14.6	14.4
Hispanic	33.1	38.6
(CCD, K–12) White	50.3	44.1

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	9.2%	11.5%

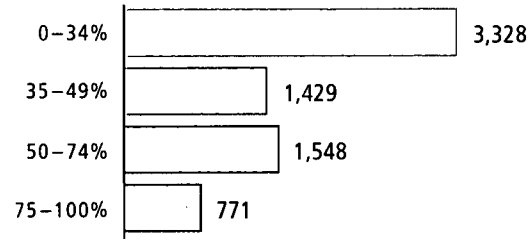
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	309,862	513,634

	1993–94	1998–99
Migrant (OME, K–12)	121,054	122,877

	1993–94	1997–98
High school dropout rate (CCD, event)	2.7%	n/a

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	50%	54%

All schools by percent of students eligible to participate in the Free Lunch Program *
(CCD, 1998–99)



* 152 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
≥50 percent passing on CRT (Lang. Arts, Math) for all race/ethnic groups, low-income (pass=70% correct)

Expected School Improvement on Assessment
Pass rate increases 5 percent per year

Indicators for School Accountability
Assessment scores, attendance, dropout rates

Title I Adequate Yearly Progress (AYP) for Schools
Same as statewide goal

Schools Meeting Title I AYP Goal
3,929 (94.9%)

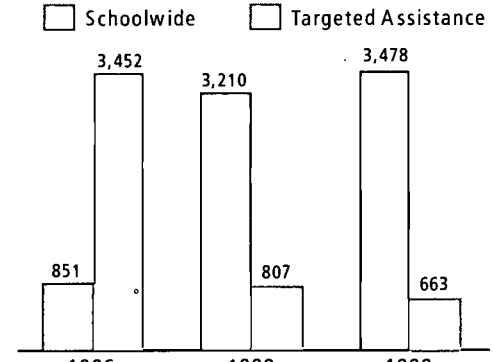
Title I Schools

Title I enrollment		1998–99
	K–8	1,532,016
	9–12	258,094
(USED)	Pre-K	n/a

Race/ethnicity	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	5,231	223
Asian/Pacific Islander	24,868	624
Black	294,042	7,400
Hispanic	1,045,723	17,865
(USED, K–12) White	463,219	25,914

Title I allocation $688,001,006
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



211

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

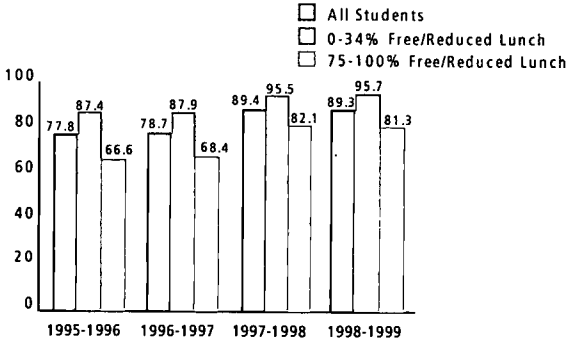
	Partially Proficient	Proficient	Advanced
All Students	10.7%	51.2%	38.1%
Title I Schoolwide	14.3	55.4	30.3
Title I Targeted	7.5	50.3	42.3
Percent of School in Poverty			
00–34	4.3	43.0	52.7
75–100	18.7	58.0	23.3
LEP Students	26.6	60.1	13.3
Migrant students	20.0	61.7	18.4

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	11.8%	62.5%	25.7%
Title I Schoolwide	15.0	63.6	21.4
Title I Targeted	8.7	63.9	27.5
Percent of School in Poverty			
00–34	5.8	59.9	34.3
75–100	19.5	62.5	18.1
LEP Students	21.0	64.3	14.7
Migrant students	15.1	65.4	19.5

Student achievement trend

Reading 4th grade meets or exceeds Proficient



212

Grade 8

Reading/Language Arts

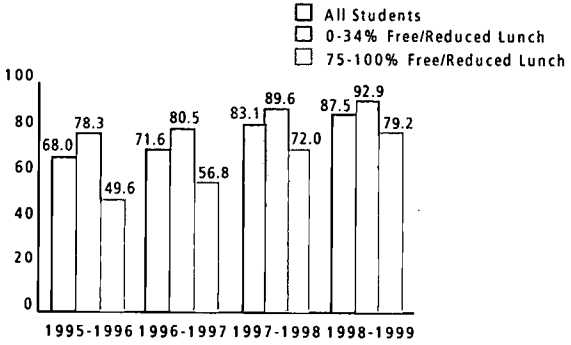
	Partially Proficient	Proficient	Advanced
All Students	10.6%	66.4%	23.1%
Title I Schoolwide	15.1	67.7	17.1
Title I Targeted	8.7	66.2	25.1
Percent of School in Poverty			
00–34	5.6	65.0	29.4
75–100	18.6	67.6	13.8
LEP Students	46.7	51.1	2.3
Migrant students	26.0	65.2	8.8

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	12.5%	65.0%	22.5%
Title I Schoolwide	17.3	66.9	15.8
Title I Targeted	10.1	65.9	24.1
Percent of School in Poverty			
00–34	7.0	62.7	30.2
75–100	20.9	66.5	12.7
LEP Students	41.5	54.6	3.9
Migrant students	23.3	66.0	10.7

Student achievement trend

Math 8th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Texas Assessment of Academic Skills, used since 1990

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1995
Writing: Score of 1500 and above
Reading: TLI score of 70 and above
Math: TLI score of 70 and above

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
Students with disabilities and LEP students

Other Assessments
None

Grade 10

Reading

	Partially Proficient	Proficient	Advanced
All Students	10.1%	64.6%	25.4%
Title I Schoolwide	15.8	66.6	17.6
Title I Targeted	10.7	66.8	22.6

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	17.0%	59.4%	23.7%
Title I Schoolwide	22.0	60.0	18.0
Title I Targeted	19.1	59.8	21.1

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	28%
Basic level and above	63%	76%
Math, 2000:		
Proficient level and above	27%	25%
Basic level and above	77%	69%

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School and Teacher Demographics

Number of districts 40
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
456	127	147	15	24

Student/teacher ratio (CCD, 1998–99)

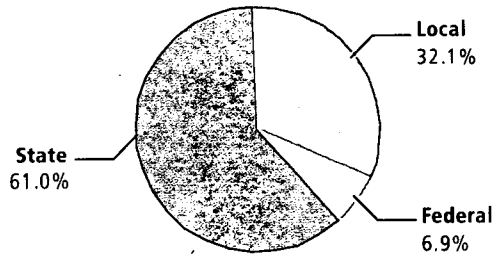
Elementary	Middle	High
21:1	21:1	20:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
11,782	4,960	6,099	173	504

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	324,004	318,162
	9–12	114,550	147,888
	Pre-K	n/a	1,856

Sources of funding
District average
(CCD, 1996–97)



214

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	1.4%	1.5%
Asian/Pacific Islander	1.8	2.6
Black	0.5	0.8
Hispanic	3.7	7.2
White	92.6	87.8

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	9.5%	10.3%

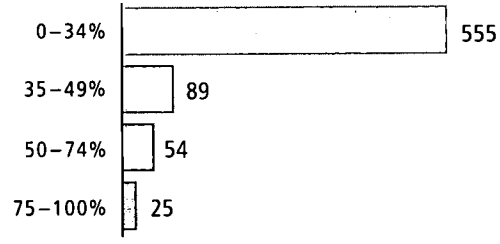
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	18,636	35,286

Migrant (OME, K–12)	1993–94	1998–99
	2,302	2,872

High school dropout rate (CCD, event)	1993–94	1997–98
	3.5%	5.2%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	56%	44%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 46 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
School accreditation process, district accountability reporting

Expected School Improvement on Assessment
Not by state

Indicators for School Accountability
None

Title I Adequate Yearly Progress (AYP) for Schools
Meet state average at basic or higher level or increase 3 percent per year at basic or higher (Utah End of Level Tests)

Schools Meeting Title I AYP Goal
183 (78.9%)

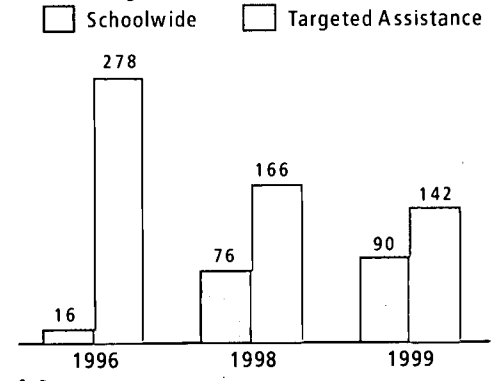
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	59,886
	9–12	2,297
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	3,064	454
Asian/Pacific Islander	2,890	260
Black	11,752	2,384
Hispanic	1,260	167
White	27,960	13,043

Title I allocation $35,262,282
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



215

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading

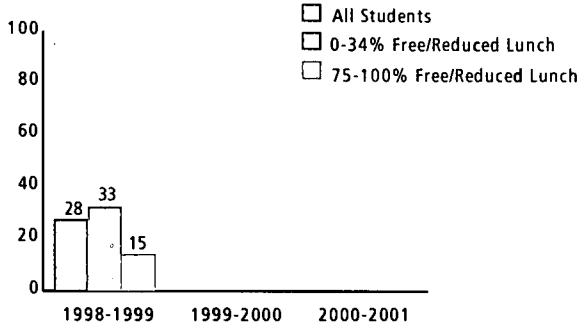
	Below Basic	Basic	Proficient	Advanced
All Students	37%	35%	23%	5%
Title I Schoolwide	51	31	22	4
Title I Targeted	38	25	14	3
Percent of School in Poverty				
00–34	32	36	27	6
75–100	57	27	13	2
LEP Students	72	21	6	1
Migrant students	56	35	9	0

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	38%	23%	30%	9%
Title I Schoolwide	53	22	21	5
Title I Targeted	37	23	30	10
Percent of School in Poverty				
00–34	38	22	31	9
75–100	64	19	13	3
LEP Students	61	20	15	3
Migrant students	61	29	10	0

Student achievement trend

Reading 4th grade meets or exceeds Proficient



Grade 6

Reading

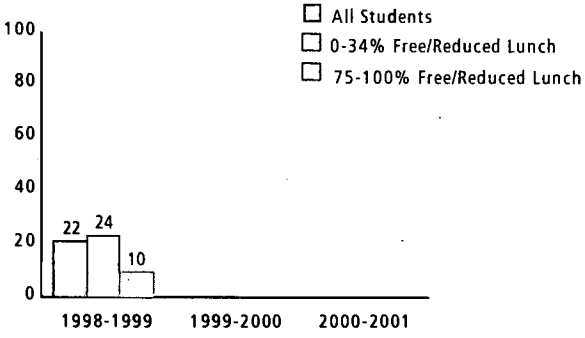
	Below Basic	Basic	Proficient	Advanced
All Students	39%	34%	22%	4%
Title I Schoolwide	53	30	14	2
Title I Targeted	40	35	20	5
Percent of School in Poverty				
00–34	39	34	22	5
75–100	56	29	13	2
LEP Students	73	19	6	1
Migrant students	75	23	2	0

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	60%	18%	17%	5%
Title I Schoolwide	72	13	11	3
Title I Targeted	60	17	18	5
Percent of School in Poverty				
00–34	58	18	19	5
75–100	80	11	8	2
LEP Students	77	12	8	2
Migrant students	85	15	0	0

Student achievement trend

Math 6th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Utah End of Level Test, revised in 2000. District participation is voluntary as opposed to mandated. All 40 districts participated in both subjects at both grade levels.

Progress Toward Assessment Aligned with Standards
Utah has requested a timeline waiver.

State Definition of "Proficient," used since 1995
Score of 86% and above on CRTs, new levels in 2001

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
Certain IEP and LEP students

Other Assessments
Stanford 9 at grades 5, 8, and 11

Grade 11

Reading/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students	49%	11%	36%	5%
Title I Schoolwide	86	5	4	0
Title I Targeted	75	0	21	4

Math

	Below Basic	Basic	Proficient	Advanced
All Students	33%	14%	47%	6%
Title I Schoolwide	78	11	11	0
Title I Targeted	67	13	21	0

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	31%
Basic level and above	62%	77%
Math, 2000:		
Proficient level and above	24%	26%
Basic level and above	70%	68%

School and Teacher Demographics

Number of districts 287
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
262	26	48	21	1

Student/teacher ratio (CCD, 1998–99)

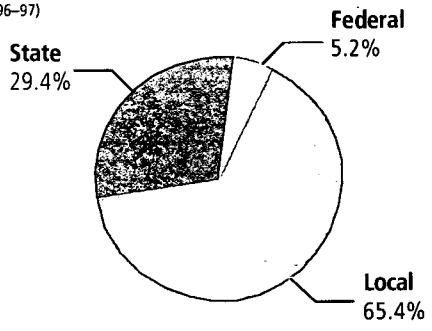
Elementary	Middle	High
13:1	13:1	12:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
4,199	764	2,643	542	8

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	69,103	70,881
	9–12	25,676	31,522
	PreK	n/a	2,325

Sources of funding
District average
(CCD, 1996–97)



218

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan	0.5%	0.5%
Asian/Pacific Islander	0.5	1.0
Black	0.4	0.9
Hispanic	0.2	0.4
White	98.4	97.1

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	11.4%	11.9%

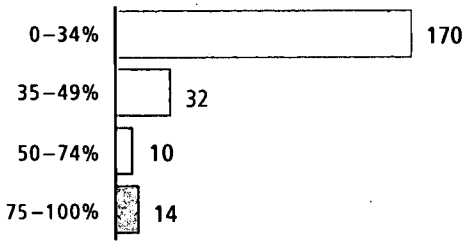
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	8,519	7,773

	1993–94	1998–99
Migrant (OME, K–12)	1,403	1,158

	1993–94	1997–98
High school drop-out rate (CCD, event)	384	750

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	51%	54%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* Interpret with caution. 132 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Transitional—Schools with fewer than 60% students meeting standard on basic skills & 50% meeting standard on analytical skills on a majority of indicators were identified for technical assistance.
Expected School Improvement on Assessment
The final system, under development in 1998-99, will set a long range goal and interim growth targets.
Indicators for School Accountability
Reporting areas from student assessments were used in 1998-99.
Title I Adequate Yearly Progress (AYP) for Schools
Same as statewide goal
Schools Meeting Title I AYP Goal
185 (87.3%)

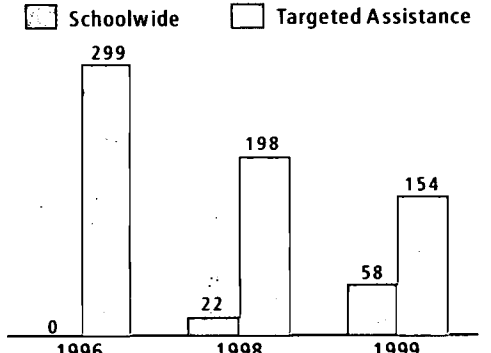
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	14,621
	9–12	1,124
	PreK	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan	n/a	n/a
Asian/Pacific Islander	n/a	136
Black	94	105
Hispanic	127	284
White	68	48

Title I allocation $18,888,810
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



219

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

English/Language Arts–Reading, All Students

	Achieved Standard
Reading Basic	86%
Reading Analysis & Interpretation	68

Mathematics–All Students

	Achieved Standard
Concepts	38%
Skills	67
Problem Solving	35

Grade 8

English/Language Arts, Reading–All Students

	Achieved Standard
Basic Understanding	62%
Analysis & Interpretation	32

Mathematics–All Students

	Achieved Standard
Concepts	30%
Skills	67
Problem Solving	42

Assessment Information

Assessment Reported
New Standards Reference Exam

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1996–97
Please note scores are disaggregated by content area only, levels are set in partnership between VT and test publisher.

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No information provided

Other Assessments
VT Devel. Reading Assess. Gr. 2; Vermont Science Assess. Grade 6; Writing Portfolio Assess. Gr. 5 & 8

Grade 10

English/Language Arts, Reading–All Students

	Achieved Standard
Basic Understanding	46%
Analysis & Interpretation	44

Mathematics–All Students

	Achieved Standard
Concepts	33%
Skills	53
Problem Solving	27

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	30%	32%
Basic level and above	74%	75%

220

221

School and Teacher Demographics

Number of districts 136
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
1,130	328	302	16	39

Student/teacher ratio (CCD, 1998–99)

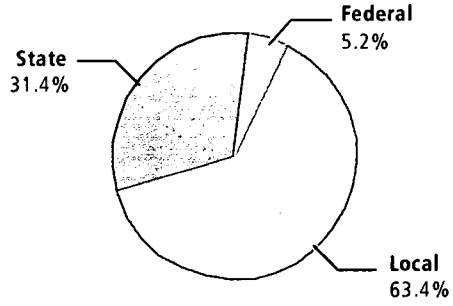
Elementary	Middle	High
15:1	14:1	15:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
35,715	16,659	21,655	532	502

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	712,297	778,344
	9–12	273,049	307,950
	Pre-K	n/a	5,161

Sources of funding
District average
(CCD, 1996–97)



222

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	n/a	0.2%
Asian/Pacific Islander	n/a	3.7
Black	n/a	27.2
Hispanic	n/a	3.9
White	n/a	64.9

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	10.1%	12.5%

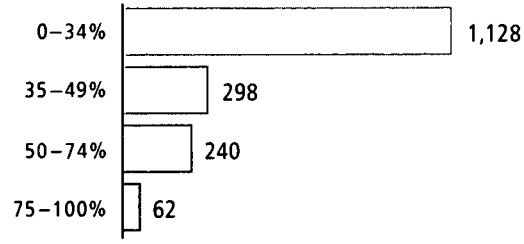
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	n/a	n/a

	1993–94	1998–99
Migrant (OME, K–12)	1,835	1,808

	1993–94	1997–98
High school dropout rate (CCD, event)	n/a	4.8%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	53%	55%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 87 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
>70 percent students pass standards-based tests (4 subjects)=fully accredited

Expected School Improvement on Assessment
Improve percent of students passing to 70 percent

Indicators for School Accountability
Assessment scores

Title I Adequate Yearly Progress (AYP) for Schools
Statewide standards (Provisional accreditation= scores improved over prior year)

Schools Meeting Title I AYP Goal
631 (85.2%)

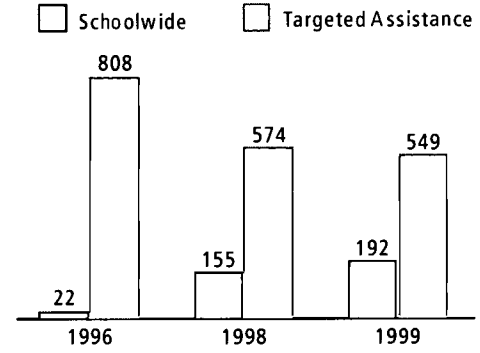
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	113,649
	9–12	924
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	140	46
Asian/Pacific Islander	1,612	401
Black	54,281	13,612
Hispanic	4,097	1,888
White	24,199	21,105

Title I allocation $113,198,718
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



223

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

	Did not Pass	Passed/ Proficient	Passed/ Advanced
All Students	39.1%	50.0%	10.8%
Title I Schoolwide	48.4	40.7	10.9
Title I Targeted	67.7	29.0	3.4
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Mathematics

	Did not Pass	Passed/ Proficient	Passed/ Advanced
All Students	32.5%	45.6%	21.9%
Title I Schoolwide	52.1	38.2	9.7
Title I Targeted	59.4	34.3	6.3
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Grade 8

Reading/Language Arts

	Did not Pass	Passed/ Proficient	Passed/ Advanced
All Students	33.5%	50.6%	15.9%
Title I Schoolwide	66.5	31.5	1.9
Title I Targeted	77.4	19.5	3.0
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Mathematics

	Did not Pass	Passed/ Proficient	Passed/ Advanced
All Students	39.6%	53.9%	6.5%
Title I Schoolwide	74.9	24.5	0.6
Title I Targeted	87.1	11.6	1.3
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Assessment Information

Assessment Reported
Virginia Standards of Learning used since 1997–98

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
No information provided

Exclusion from Assessment
Absent, refusal, disruptive, medical emergency, LEP documentation, or disability status

Other Assessments
None

End of Course

English

	Did not Pass	Passed/ Proficient	Passed/ Advanced
All Students	28%	55%	17%
Title I Schoolwide			
Title I Targeted			

Algebra I

	Did not Pass	Passed/ Proficient	Passed/ Advanced
All Students	60%	37%	3%
Title I Schoolwide			
Title I Targeted			

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	30%	32%
Basic level and above	64%	78%
Math, 2000:		
Proficient level and above	25%	26%
Basic level and above	72%	68%

School and Teacher Demographics

Number of districts 296
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
1,153	342	421	121	29

Student/teacher ratio (CCD, 1998–99)

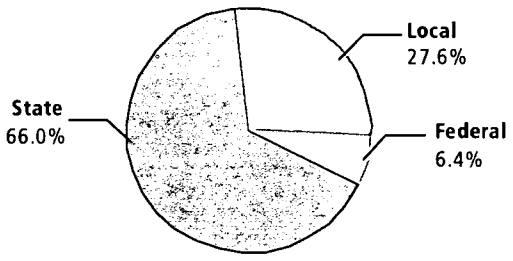
Elementary	Middle	High
20:1	21:1	22:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
24,133	9,705	12,799	1,114	293

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	585,818	690,049
	9–12	224,414	302,103
	Pre-K	n/a	5,901

Sources of funding
District average
(CCD, 1996–97)



226

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	2.4%	2.6%
Asian/Pacific Islander	5.3	7.1
Black	4.1	5.1
Hispanic	5.2	9.1
White	82.9	76.1

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	8.5%	9.8%

	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	24,279	55,773

	1993–94	1998–99
Migrant (OME, K–12)	31,025	34,574

	1993–94	1997–98
High school dropout rate (CCD, event)	n/a	n/a

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	57%	58%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1998–99)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Long term >80 percent meeting standards=Level 3

Expected School Improvement on Assessment
Increase performance to meet 3-year goals and 10-year goal of students meeting standard

Indicators for School Accountability
Assessment scores, attendance, dropout rate, mobility and poverty rates

Title I Adequate Yearly Progress (AYP) for Schools
Increase % of students meeting standard (gr. 4, 7 in R, M) level 3, Decrease % at level 1 (transition: 1999-00)

Schools Meeting Title I AYP Goal
801 (93.9%)

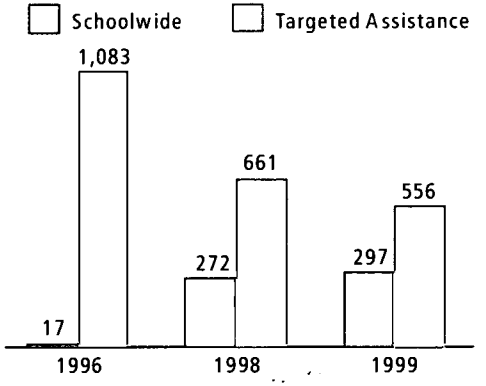
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	173,370
	9–12	12,830
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	6,709	1,903
Asian/Pacific Islander	10,719	2,228
Black	14,627	2,531
Hispanic	36,956	7,393
White	70,158	34,704

Title I allocation $122,990,675
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



227

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

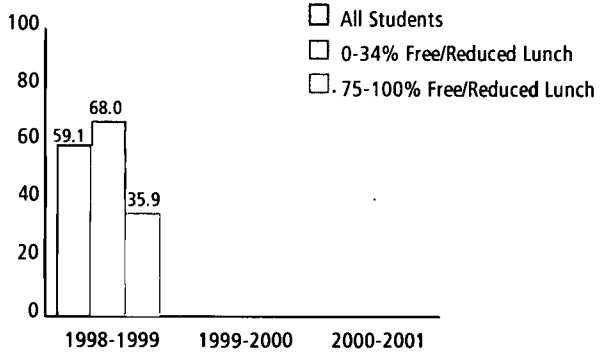
	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Students	7.3%	31.2%	41.4%	17.7%
Title I Schoolwide	13.3	40.9	33.4	9.6
Title I Targeted	6.7	31.6	42.9	16.7
Percent of School in Poverty				
00–34	4.4	26.0	45.5	22.5
75–100	17.2	43.4	28.6	7.3
LEP Students	30.8	51.6	13.5	1.3
Migrant students	33.1	46.5	16.4	1.2

Mathematics

	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Students	33.6%	27.4%	23.3%	13.9%
Title I Schoolwide	50.2	25.6	15.7	6.6
Title I Targeted	32.9	28.8	24.0	13.2
Percent of School in Poverty				
00–34	25.0	28.1	27.5	18.4
75–100	57.1	23.5	12.3	4.9
LEP Students	73.0	17.4	5.7	2.4
Migrant students	71.9	18.2	7.2	1.1

Student achievement trend

Reading 4th grade meets or exceeds Standard



228

Grade 7

Reading/Language Arts

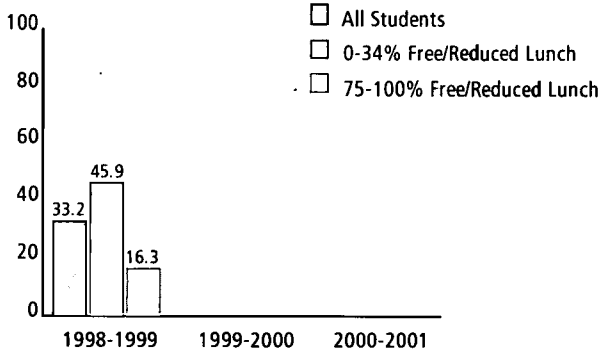
	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Students	16.3%	39.1%	27.1%	13.7%
Title I Schoolwide	30.0	41.5	17.2	6.6
Title I Targeted	18.8	39.8	25.5	11.9
Percent of School in Poverty				
00–34	12.7	38.6	29.9	16.0
75–100	38.0	40.2	12.8	3.3
LEP Students	60.2	29.7	4.5	0.5
Migrant students	52.4	34.9	6.9	2.3

Mathematics

	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Students	55.8%	17.4%	13.8%	10.4%
Title I Schoolwide	73.0	12.4	7.1	3.9
Title I Targeted	59.6	16.2	12.5	9.0
Percent of School in Poverty				
00–34	50.9	18.9	15.8	12.5
75–100	83.5	7.9	3.9	1.4
LEP Students	89.1	4.4	2.5	1.3
Migrant students	89.2	6.9	2.2	0.2

Student achievement trend

Math 7th grade meets or exceeds Standard



Assessment Information

Assessment Reported
Washington Assessment of Student Learning, first year in use

Progress Toward Assessment Aligned with Standards
Performance standards for one grade met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Reduction in the percent of students scoring in the bottom quarter over time

Exclusion from Assessment
IEP, LEP

Other Assessments
CTBS, ITBS

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	27%
Basic level and above	62%	74%
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

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School and Teacher Demographics

Number of districts 55
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
518	136	135	22	5

Student/teacher ratio (CCD, 1998–99)

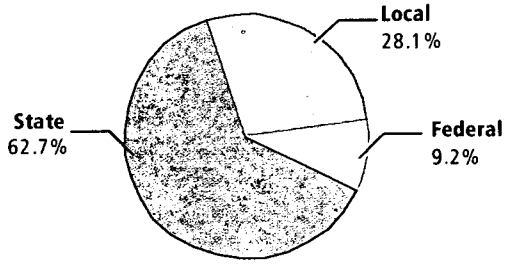
Elementary	Middle	High
15:1	15:1	16:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
9,808	4,162	5,531	432	38

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	227,251	199,644
	9–12	100,289	91,155
	Pre-K	n/a	5,822

Sources of funding
District average
(CCD, 1996–97)



230

Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	0.0%	0.1%
Asian/Pacific Islander	0.4	0.3
Black	3.9	4.2
Hispanic	0.2	0.5
White	95.5	94.9

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	12.3%	15.1%

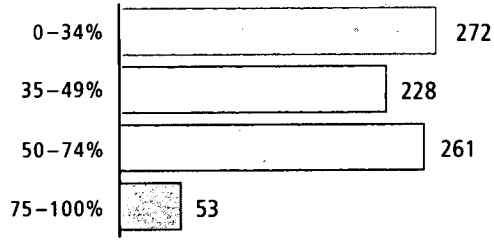
Limited English proficient (USED /NCBE, K–12)	1989–90	1996–97
	273	n/a

Migrant (OME, K–12)	1993–94	1998–99
	256	307

High school dropout rate (CCD, event)	1993–94	1997–98
	4.2%	4.1%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	50%	54%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* Two schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
>50 percent at/above 3rd quartile, <15 percent in 1st quartile, or decrease in 1st quartile in 2 of last 3 years

Expected School Improvement on Assessment
Achieve goals for school by the target year

Indicators for School Accountability
NRT; attendance, dropout, and graduation rates; and class size

Title I Adequate Yearly Progress (AYP) Target for Schools
Transition: Same as statewide goal

Schools Meeting Title I AYP Goal
326 (71.5%)

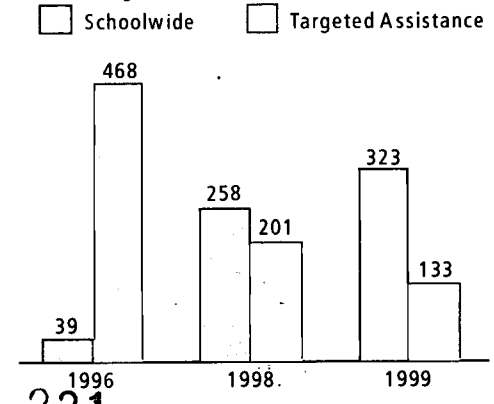
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	87,600
	9–12	2,354
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	60	n/a
Asian/Pacific Islander	220	n/a
Black	9,551	390
Hispanic	1,450	49
White	69,458	10,984

Title I allocation $74,826,252
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



231

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Bottom	Lower Middle	Upper Middle	Top
All Students	16.0%	24.8%	27.8%	31.4%
Title I Schoolwide	19.6	27.2	27.3	25.9
Title I Targeted	16.0	24.1	28.1	31.8
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Bottom	Lower Middle	Upper Middle	Top
All Students	10.6%	23.0%	29.4%	36.9%
Title I Schoolwide	13.1	24.9	29.4	32.7
Title I Targeted	10.3	22.4	28.2	39.1
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Grade 8

Reading/Language Arts

	Bottom	Lower Middle	Upper Middle	Top
All Students	12.8%	24.5%	31.0%	31.8%
Title I Schoolwide	15.4	24.3	31.8	28.5
Title I Targeted	15.0	25.2	30.7	29.1
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Bottom	Lower Middle	Upper Middle	Top
All Students	12.8%	23.7%	31.1%	32.4%
Title I Schoolwide	15.6	26.3	31.7	26.3
Title I Targeted	12.6	23.4	32.6	31.4
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Assessment Information

Assessment Reported
Stanford Achievement Test Version 9, used since 1996–97

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Student results are placed in quartiles; there is no definition of proficient.

Exclusion from Assessment
IEP

Other Assessments
WV Writing Assessment

Grade 10

Reading/Language Arts

	Bottom	Lower Middle	Upper Middle	Top
All Students	18.9%	24.9%	26.4%	29.8%
Title I Schoolwide	30.9	26.8	24.5	17.8
Title I Targeted	22.4	26.1	24.1	27.3

Mathematics

	Bottom	Lower Middle	Upper Middle	Top
All Students	17.4%	25.0%	28.8%	28.9%
Title I Schoolwide	25.2	23.8	31.0	20.0
Title I Targeted	19.0	28.5	26.1	26.3

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	27%
Basic level and above	62%	74%
Math, 2000:		
Proficient level and above	18%	18%
Basic level and above	67%	62%

School and Teacher Demographics

Number of districts 426
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
1,227	371	458	40	13

Student/teacher ratio (CCD, 1998–99)

Elementary	Middle	High
16:1	15:1	16:1

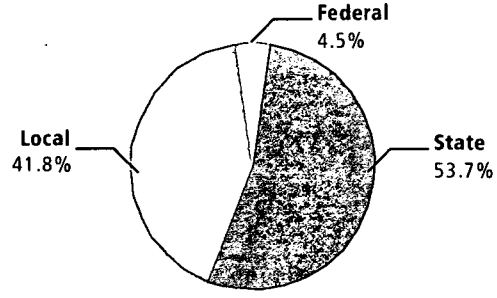
Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
26,264	11,528	17,714	995	107

Public school enrollment (CCD) (By state definition)

	1989–90	1998–99
K–8	549,143	580,572
9–12	233,762	278,839
Pre-K	n/a	20,131

Sources of funding
District average
(CCD, 1996–97)



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Student Demographics

Race/ethnicity (CCD, K–12)

	1989–90	1998–99
American Indian/Alaskan Natives	1.3%	1.4%
Asian/Pacific Islander	1.8	3.1
Black	8.6	9.8
Hispanic	2.4	3.8
White	86.0	81.9

Students with disabilities (OSEP, K–12)

1990–91	1998–99
9.2%	10.7%

Limited English proficient (USED /NCBE, K–12)

1989–90	1996–97
13,120	23,270

Migrant (OME, K–12)

1993–94	1998–99
1,707	1,795

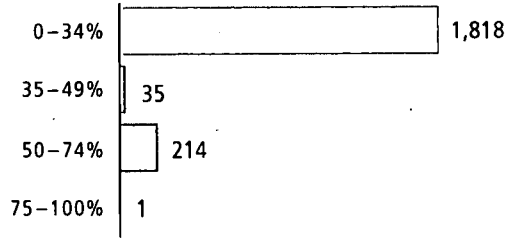
High school dropout rate (CCD, event)

1993–94	1997–98
n/a	2.8

Postsecondary enrollment (IPEDS, High school grads enrolled in college)

1994–95	1997–98
60%	60%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 41 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Percent proficient exceeds standard for 5 subjects and 3 grades (from 30-65% of students)

Expected School Improvement on Assessment
Calculated growth indicator (CPI) each year (gain in % proficient)

Indicators for School Accountability
Knowledge & Concepts exam

Title I Adequate Yearly Progress (AYP) for Schools
CPI for each school

Schools Meeting Title I AYP Goal
870 (84.0%)

Title I Schools

Title I enrollment (USED)

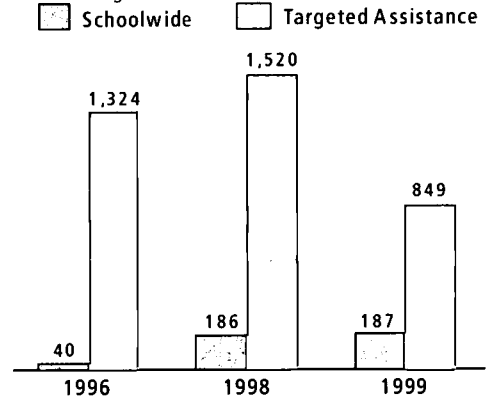
	1998–99
K–8	129,211
9–12	20,816
Pre-K	n/a

Race/ethnicity (USED, K–12)

	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	2,047	1,727
Asian/Pacific Islander	6,238	2,171
Black	61,282	3,656
Hispanic	13,543	2,154
White	29,130	39,367

Title I allocation $129,295,143
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



205

Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading

	Minimal Performance	Basic	Proficient	Advanced	Not Tested
All Students	5%	12%	64%	17%	2%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	8	24	48	2	17
Migrant students	9	39	36	6	9

Mathematics

	Minimal Performance	Basic	Proficient	Advanced	Not Tested
All Students	2%	20%	46%	30%	2%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	3	32	40	9	16
Migrant students	6	52	24	9	9

Grade 8

Reading

	Minimal Performance	Basic	Proficient	Advanced	Not Tested
All Students	11%	12%	58%	17%	2%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	35	23	31	1	10
Migrant students	28	28	33	6	6

Mathematics

	Minimal Performance	Basic	Proficient	Advanced	Not Tested
All Students	17%	39%	29%	14%	2%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	35	42	11	2	10
Migrant students	17	67	6	0	11

Assessment Information

Assessment Reported
Knowledge and Concept Examinations, used since 1992–93

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Competent in the important academic knowledge and skills tested.

Exclusion from Assessment
Some students with disabilities and some LEP students

Other Assessments
none

Grade 10

Reading

	Minimal Performance	Basic	Proficient	Advanced	Not Tested
All Students	8%	16%	45%	25%	6%
Title I Schoolwide					
Title I Targeted					

Mathematics

	Minimal Performance	Basic	Proficient	Advanced	Not Tested
All Students	29%	26%	28%	11%	6%
Title I Schoolwide					
Title I Targeted					

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	34%	33%
Basic level and above	72%	79%
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

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School and Teacher Demographics

Number of districts 48
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
226	75	70	11	2

Student/teacher ratio (CCD, 1998–99)

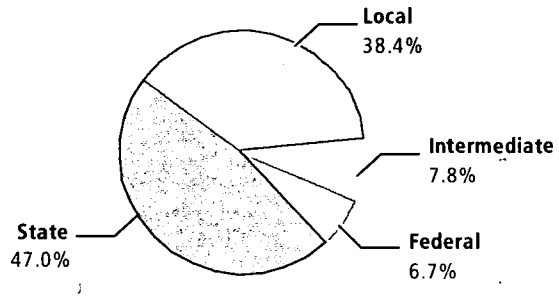
Elementary	Middle	High
15:1	14:1	15:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
3,045	1,523	1,876	123	1

Public school enrollment (CCD) (By state definition)		1989–90	1998–99
	K–8	70,130	63,743
	9–12	27,042	31,201
	Pre-K	n/a	n/a

Sources of funding
District average
(CCD, 1996–97)



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Student Demographics

Race/ethnicity (CCD, K–12)	1989–90	1998–99
American Indian/Alaskan Natives	n/a	2.9%
Asian/Pacific Islander	n/a	0.8
Black	n/a	1.0
Hispanic	n/a	6.7
White	n/a	88.6

	1990–91	1998–99
Students with disabilities (OSEP, K–12)	9.4%	12.3%

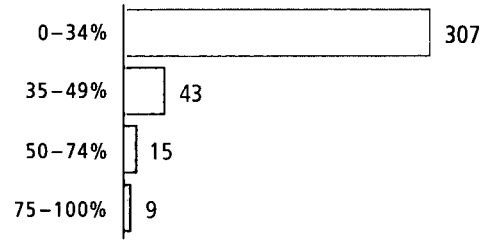
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	2,272	1,850

	1993–94	1998–99
Migrant (OME, K–12)	483	445

	1993–94	1997–98
High school dropout rate (CCD, event)	6.7%	6.4%

	1994–95	1997–98
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	53%	49%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1998–99)



* 10 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
District accreditation: Districts set performance standards

Expected School Improvement on Assessment
None

Indicators for School Accountability
CRT (WyCAS) scores, total and sub groups-LEP, low-inc.,disabled, migrant, mobility

Title I Adequate Yearly Progress (AYP) for Schools
Annual growth to close gap to 100% proficient in 10 years, total and for each subgroup

Schools Meeting Title I AYP Goal
113 (78.5%)

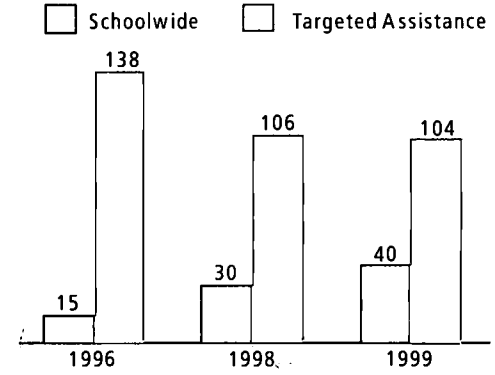
Title I Schools

Title I enrollment (USED)		1998–99
	K–8	14,174
	9–12	353
	Pre-K	n/a

Race/ethnicity (USED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	1,623	76
Asian/Pacific Islander	80	29
Black	188	23
Hispanic	1,032	402
White	5,698	3,342

Title I allocation $17,369,667
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



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Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

	Novice	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide	23.8%	22.0%	28.0%	26.3%
Title I Targeted	15.0	23.3	35.4	26.4
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Novice	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide	17.9%	17.6%	26.5%	37.9%
Title I Targeted	13.2	18.7	34.3	33.7
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Grade 7

Reading/Language Arts

	Novice	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide	37.8%	44.9%	17.3%	0.0%
Title I Targeted	21.1	28.0	27.1	23.7
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Novice	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide	77.6%	13.3%	9.2%	0.0%
Title I Targeted	22.0	24.9	29.4	23.7
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Assessment Information

Assessment Reported
Wyoming Comprehensive Assessment

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
See Appendix A

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
Schools are not required to include all students.

Other Assessments
none

Grade

Reading/Language Arts

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	30%	29%
Basic level and above	65%	76%
Math, 2000:		
Proficient level and above	25%	25%
Basic level and above	73%	70%

School and Teacher Demographics

Number of districts

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1998–99

Notes: All local school districts are included in these counts. Separate supervisory unions, regional education services agencies, and state-operated institutions are excluded.

Number of public schools in state

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1998–99

Notes: School counts based on NCES definitions in Digest of Education Statistics. Schools are broken into five categories: Elementary, Middle, High, Combined, and Other. A school is classified as combined if it provides instruction at both the elementary (grade 6 or below) and the secondary (grade 9 or above) levels.

Student/teacher ratio

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1998–99

Note: Number of public school students divided by number of teachers in full-time equivalents.

Number of FTE Teachers in state

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1998–99

Notes: Teacher counts based on NCES definitions in Digest of Education Statistics. Schools are broken into five categories: Elementary, Middle, High, Combined, and Other. A school is classified as combined if it provides instruction at both the elementary (grade 6 or below) and the secondary (grade 9 or above) levels.

Sources of funding

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Financial Survey, 1997–98 school year.

Notes: Information is shown for three major revenue sources: Federal, State, and Local. A fourth category, Intermediate, is shown only for those states which have funds in this category.

Student Demographics

Public school enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1989–90 and 1998–99

Notes: These numbers do not include ungraded students. Public Preschool Enrollment is recorded according to state definition of public preschools and state decision on data collection.

Race/ethnicity of K–12 students

Source: U.S. Department of Education, Office for Civil Rights, State Summaries of Elementary and Secondary School Civil Rights Survey and the National Center for Education Statistics, Common Core of Data, 1989–90, 1998–99

Students with disabilities (K–12)

Source: U.S. Department of Education, Office of Special Education Programs, 1990–91 and 1998–99

Notes: The figures shown represent the percentage of children ages 6 to 17 served under IDEA, Part B.

Limited English Proficient (K–12)

Source: U.S. Department of Education, National Clearinghouse for Bilingual Education. 1989–90, 1996–97

Notes: The number of LEP students enrolled in public schools

Migrant (K–12)

Source: U.S. Department of Education, Office of Migrant Education, 1993–94, 1998–99

Notes: The criterion for migrant status was reduced from six to three years in 1994. Data will only be tracked from that point forward. The figures shown represent the "12-month" count of students identified for the Migrant program. The 12-month count is the unduplicated number of eligible children ages 3-21 who, within three years of making a qualifying move, resided in the state for one or more days during the reporting period.

High school drop-out rate (annual)

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993–94, 1997–98

Notes: Only states whose definitions complied with NCES's definition were included. Annual or "event" rate is the percentage of 9–12 students dropping out during one school year. (1996–97 most recent year available.)

Postsecondary enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions, Fall 1994 and Fall 1996; Common Core of Data; and Private School Universe Survey.

Notes: Accounts for first-time students attending college in any state and does not account for graduates who attended college outside of the United States. The Residence and Migration portion of the Fall Enrollment Survey is administered every two years. The Common Core of Data provides the number of public high school graduates for the prior school year; the Private School Universe Survey provides the number of Private high school graduates.

All schools by percent of students eligible for the Free Lunch Program

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1998–99

Notes: The figures shown represent the percentage of students eligible to participate in the Free Lunch Program under the National School Lunch Act. This does not include those eligible only for reduced-price lunch.

Statewide Accountability Information

Source: Consortium for Policy Research in Education, State Assessment and Accountability Systems: 50 State Profiles, Goertz, M., Duffy, M., and Carlson-LeFloch, K., Spring 2000.

Title I Schools

Title I enrollment

Source: U.S. Department of Education, Compensatory Education Programs, 1999 Title I Performance Report for 1998–99 school year.

Notes: Data collected and reported by state departments of education.

Title I race/ethnicity

Source: U.S. Department of Education, Compensatory Education Programs, 1999 Title I Performance Report for 1998–99 school year.

Notes: Data collected and reported by state departments of education. Schoolwide and Targeted Assistance schools are averaged together.

Title I allocation

Source: U.S. Department of Education, Compensatory Education Programs, FY 1999 Title I Allocation for School Year 1998–99

Notes: Sum of Basic Grants, Concentration Grants, LEA Grants, Capital Expenses, Even Start, Migrant Education, and Neglected and Delinquent Grants.

Number of schools with Title I programs

Source: U.S. Department of Education, Elementary and Secondary Education, Compensatory Education Programs, 1994–95, 1997–98, and 1998-99.

Notes: Data collected and reported by the state departments of education regarding the number of schools with schoolwide and targeted assistance programs.

Student Achievement

Student achievement

Source: State Departments of Education, assessment results for 1998–99 school year, reported in Consolidated Performance Report, Table 2, U.S. Department of Education

Notes: Trend results for 1995–96 through 1998–99 reported in bar graphs for states with consistent tests over two or more years. See Appendix D for a summary of disaggregated categories by states.

NAEP state results

Source: Reese, C.M., Miller, K.E., Mazzeo, J. Dossey, J.A.; NAEP 1996 Mathematics Report Card for the Nation and the States. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 1997.

Donohue, P.L., Voelkl, K.E., Campbell, J.R., and Mazzeo, J.; NAEP 1998 Reading Report Card for the Nation and the States. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 1999.

Notes: Data reported for public schools only. Some states did not satisfy one of the guidelines for school sample participation rates. See Appendix E for further information and definitions of proficient and basic.

Further State Proficiency Level Definitions

Colorado

Proficient: Students understand directions, recognize author's point of view, explain reaction, define problem or solution, make predictions and draw conclusions, differentiate among printed materials, discriminate among various media, extract information from complex stimulus, identify character's reactions/motives, identify sequence, support opinion, classify familiar vocabulary, and interpret poetry in a concrete manner.

Connecticut

Grade 4

Reading Score Band 3: Scores in this band are at or above the statewide goal for reading. Students who score in this range possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of fourth graders with minimal teacher assistance. Generally students who score in this range can comprehend textbooks and other materials typically used at grade four or above.

Math Score Band 4: Scores in this band are at or above the statewide goal for mathematics. Students who score in this range possess the knowledge and skills necessary to perform the tasks and assignments expected of fourth graders with minimal teacher assistance. Generally, these students demonstrate well-developed computational skills, conceptual understandings and problem-solving abilities.

Grade 8

Reading Score Band 3: Scores in this band are at or above the statewide goal for reading. Students who score in this range possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of eighth graders with minimal teacher assistance. Generally, students who score in this range can comprehend textbooks and other materials typically used at grade eight or above.

Math Score Band 4: Scores in this band are at or above the statewide goal for mathematics. Students who score in this range possess the knowledge and skills necessary to perform the tasks and assignments expected of eighth graders with minimal teacher assistance. Generally, these students demonstrate well-developed computational skills, conceptual understandings and problem-solving abilities.

Grade 10

Reading Score Band 3: Scores in this band are at or above the response to literature standard. Students at this level have demonstrated perceptive and insightful comprehension of the text. They have presented their interpretation of the text and have supported it by making connections between the text and other experiences or sources. Students at this level have also demonstrated the ability to apply the conventions of English.

Math Score Band 4: Scores in this band are at or above the goal for mathematics. Students who score in this range have demonstrated a strong understanding of the concepts and skills expected of Connecticut high school students. These students have the problem solving abilities required to apply what they know to complex problems and effectively communicate their understanding.

Florida

Level 4: Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the questions correctly but may have only some success with questions that reflect the most challenging content.

Level 5: Performance at this level indicates that the student has success with the most challenging content of the Sunshine State Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

Idaho

Reading: Students identify ideas and information suggested by, but not explicitly stated in the text that they read.

Mathematics: Students show evidence of mastery of mathematical concepts and procedures in the content/process areas of the test and demonstrate the ability to solve real-world mathematical problems.

Iowa

Grade 4 Reading

Intermediate: Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of the characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

Grade 4 Mathematics

Intermediate: Is beginning to develop an understanding of most math concepts and to develop the ability to solve complex word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Grade 8 Reading

Intermediate: Understands some factual information; sometimes can draw conclusions; make inferences about the motives and feelings of characters; and apply what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

Grade 8 Mathematics

Intermediate: Is beginning to develop an understanding of most math concepts and to develop the ability to solve complex word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Grade 11 Reading

Intermediate: Understands some factual information; sometimes can make inferences about the characters; identify the main idea, and identify author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.

Grade 11 Mathematics

Intermediate: Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about qualitative information, and solve a variety of novel, quantitative reasoning problems.

Missouri

Communication Arts

Proficient: In reading, students compare and contrast; interpret and use textual elements; predict; draw inferences and conclusions; determine word meaning; identify synonyms and antonyms; identify main idea and details. In writing, they use some details and organization; write complete sentences; generally follow rules of standard English.

Grade 4 Math

Proficient: Students communicate math processes; add and subtract common fractions and decimals (money only); use standard units of measurement; identify attributes of plane and solid figures; create and interpret data from graphs; recognize, extend, and describe pictorial or numeric patterns; apply strategies to solve multistep and logic problems.

Grade 8 Mathematics

Proficient: Students communicate math processes; recognize transformations; solve problems using units of measurement; interpret data from multiple representations; extend and describe patterns and relationships using algebraic expressions; develop and apply number theory concepts; use inductive and deductive reasoning to solve problems.

Grade 10 Mathematics

Proficient: Students communicate math processes; usually analyze and evaluate information; estimate; recognize reasonableness; identify needed information; make predictions; find probability; identify various representations of data; represent situations algebraically; apply properties of real numbers; use multiple strategies to solve problems.

New Hampshire

Grade 3 Reading/Language Arts

Proficient: Students at this level demonstrate an overall understanding of the materials they read, hear, and view. They are able to identify main ideas and draw conclusions. Their responses show thought and are supported with some detail. When writing, they communicate competently and are able to adequately develop and support their ideas. Although they demonstrate a firm grounding in the mechanics of written expression, they may make errors in spelling and grammar. However, these do not interfere with a reader's ability to understand the text.

Grade 3 Mathematics

Proficient: Students at this level are able to estimate and compute solutions to problems and communicate their understanding of mathematics. They can, with reasonable accuracy, add three-digit whole numbers; subtract any two-digit numbers; and multiply whole numbers up to five. They are able to: demonstrate an understanding of place value as well as the relationship between simple fractions and decimals; read charts and graphs; make measurements; and recognize and extend patterns.

Grade 6 Reading/Language Arts

Proficient: Students at this level demonstrate an overall understanding of literary, narrative, factual, informational, and practical works. They extract main ideas, analyze text, evaluate and organize information, draw conclusions, and make inferences and interpretations. They critically evaluate materials they read, hear, and view. They effectively organize, develop, and support ideas so that a reader can easily understand the intent of their writing. They demonstrate a firm grounding in the mechanics of written expression; however, they may still make some errors.

Grade 6 Mathematics

Proficient: Students at this level demonstrate an overall understanding of mathematical concepts and skills. They make few, if any, errors in computation. They use tables and graphs to organize, present, and interpret data. They employ appropriate strategies to solve a wide range of problems. They clearly communicate their solutions and problem-solving strategies.

Grade 10 Reading/Language Arts

Proficient: Students at this level demonstrate a solid understanding of a wide range of literary, narrative, factual, informational, and practical works. They make meaningful connections between and among ideas and concepts in materials they read, hear, and view. They evaluate and organize information, make and communicate informed judgments, and provide evidence for inferences and interpretations. Their writing is clear, logical, and shows evidence of fluency and style. They effectively control the mechanics of language including spelling, capitalization, grammar, and punctuation.

Grade 10 Mathematics

Proficient: Students at this level demonstrate a solid understanding of mathematical concepts and skills. Their work displays a high degree of accuracy. They make meaningful connections among important concepts in algebra, geometry, measurement, and probability and statistics. They identify and use appropriate information to solve problems. They provide supporting evidence for inferences and solutions. They communicate mathematical ideas effectively, with sufficient substance and detail to convey understanding.

Wyoming

Proficient: Students at the proficient performance level use concepts and skills to acquire, analyze, and communicate information and ideas.

Appendix B

Sources of Funding, 1997–98
(in Thousands)

	Total Funding	Local	Intermediate	State	Federal
AL	$4,146,629	27.7%	0.5%	62.5%	9.4%
AK	$1,218,425	25.6%	0.0%	62.2%	12.3%
AZ	$4,731,676	41.8%	3.7%	44.3%	10.2%
AR	$2,600,656	31.4%	0.1%	57.7%	10.8%
CA	$38,142,613	31.6%	0.0%	64.4%	8.2%
CO	$4,327,326	51.3%	0.2%	43.4%	5.1%
CT	$5,160,728	58.8%	0.0%	37.3%	3.9%
DE	$913,616	28.0%	0.0%	64.4%	7.6%
DC	$706,935	83.5%	0.0%	0.0%	16.5%
FL	$14,988,117	43.6%	0.0%	48.8%	7.6%
GA	$9,041,434	42.0%	0.0%	51.2%	6.8%
HI	$1,282,702	2.4%	0.0%	89.0%	8.6%
ID	$1,320,647	30.3%	0.0%	62.7%	7.0%
IL	$14,194,954	64.8%	0.0%	28.4%	6.7%
IN	$7,513,408	43.1%	0.7%	51.4%	4.8%
IA	$3,346,481	43.2%	0.3%	51.3%	5.3%
KS	$3,122,238	32.6%	3.6%	57.9%	5.9%
KY	$3,932,067	28.7%	0.0%	61.7%	9.6%
LA	$4,494,429	38.3%	0.0%	50.4%	11.3%
ME	$1,600,635	47.5%	0.0%	45.5%	7.0%
MD	$6,454,697	55.8%	0.0%	39.0%	5.2%
MA	$7,893,656	54.3%	0.0%	40.7%	5.0%
MI	$14,329,714	27.3%	0.1%	66.0%	6.6%
MN	$6,529,421	39.5%	3.2%	52.3%	4.9%
MS	$2,407,954	30.5%	0.0%	55.%	14.1%
MO	$6,005,256	53.6%	0.5%	39.7%	6.2%
MT	$1,029,938	33.9%	9.0%	46.9%	10.2%
NE	$1,964,204	59.5%	0.7%	33.1%	6.7%
NV	$1,910,793	63.6%	0.0%	31.8%	4.6%
NH	$1,364,942	86.8%	0.0%	9.3%	3.8%
NJ	$13,189,983	56.6%	0.0%	39.8%	3.6%
NM	$1,952,452	14.6%	0.0%	72.2%	13.2%
NY	$27,782,468	54.4%	0.4%	39.7%	5.4%
NC	$7,188,614	25.5%	0.0%	67.3%	7.2%
ND	$682,418	45.5%	1.1%	41.1%	12.4%
OH	$13,458,095	52.8%	0.2%	41.2%	5.8%
OK	$3,416,295	27.9%	1.9%	61.6%	8.6%
OR	$3,883,939	35.3%	1.5%	56.8%	6.4%
PA	$14,837,946	55.4%	0.1%	38.7%	5.9%
PR	$2,093,461	0.0%	0.0%	72.6%	27.3%
RI	$1,264,155	54.4%	0.0%	40.1%	5.4%
SC	$4,055,073	40.0%	0.0%	51.5%	8.5%
SD	$794,256	53.2%	1.2%	35.6%	10.0%
TN	$4,815,832	43.4%	0.0%	47.7%	8.8%
TX	$24,179,060	47.9%	0.3%	44.2%	7.6%
UT	$2,305,397	32.1%	0.0%	61.0%	6.9%
VT	$861,643	65.4%	0.0%	29.4%	5.2%
VA	$7,757,955	63.4%	0.0%	31.4%	5.2%
WA	$6,895,694	27.6%	0.0%	66.0%	6.4%
WV	$2,216,984	28.1%	0.0%	62.7%	9.2%
WI	$7,059,759	41.8%	0.0%	53.7%	4.5%
WY	$702,002	38.4%	7.8%	47.0%	6.7%

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Finance Survey, School Year 1997–98.

Per Capita Personal Income, 1999

AL	$22,987
AK	$28,577
AZ	$25,189
AR	$22,244
CA	$29,910
CO	$31,546
CT	$39,858
DE	$30,778
DC	$39,858
FL	$27,780
GA	$27,340
HI	$27,544
ID	$22,835
IL	$31,145
IN	$26,143
IA	$25,615
KS	$26,824
KY	$23,237
LA	$22,847
ME	$24,603
MD	$32,465
MA	$35,551
MI	$28,113
MN	$30,793
MS	$20,668
MO	$26,376
MT	$22,019
NE	$27,049
NV	$31,022
NH	$31,114
NJ	$35,551
NM	$21,853
NY	$33,890
NC	$26,003
ND	$23,313
OH	$27,152
OK	$22,953
OR	$27,023
PA	$28,605
PR	N/A
RI	$29,377
SC	$23,545
SD	$25,045
TN	$25,574
TX	$26,858
UT	$23,288
VT	$25,889
VA	$29,789
WA	$30,392
WV	$20,966
WI	$27,390
WY	$26,396

Source: U.S. Department of Commerce, Bureau of Economic Analysis, 1999

Appendix C

National Assessment for Educational Progress—Definitions and Further Information

Mathematics Achievement Levels–Grade 4

Basic Fourth-grade students performing at the basic level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content strands. Fourth graders performing at the basic level should be able to estimate and use basic facts to perform simple computations with whole numbers; show some understanding of fractions and decimals; and solve some simple real-world problems in all NAEP content areas. Students at this level should be able to use—though not always accurately— four-function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information.

Proficient Fourth-grade students performing at the proficient level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content strands. Fourth graders performing at the proficient level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real-world problems in all NAEP content areas; and use four function calculators, rulers, and geometric shapes appropriately. Students performing at the proficient level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.

Note The following states did not satisfy one of the guidelines for school sample participation rates—Alaska, Arkansas, Iowa, Michigan, Montana, Nevada, New Jersey, New York, Pennsylvania, South Carolina, and Vermont.

Mathematics Achievement Levels–Grade 8

Basic Eighth-grade students performing at the basic level should exhibit evidence of conceptual and procedural understanding in the five NAEP content strands. This level of performance signifies an understanding of arithmetic operations —including estimation— on whole numbers, decimals, fractions, and percents. Eighth graders performing at the basic level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in all NAEP content strands through the appropriate selection and use of strategies and technological tools—including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving. As they approach the proficient level, students at the basic level should be able to determine which of the available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth graders show limited skill in communicating mathematically.

Proficient Eighth-grade students performing at the proficient level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content strands. Eighth graders performing at the proficient level should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections between fractions, percents, decimals, and other mathematical topics such as algebra and functions. Students at this level are expected to have a thorough understanding of basic level arithmetic operations—an understanding sufficient for problem solving in practical situations. Quantity and spatial relations in problem solving and reasoning should be familiar to them, and they should be able to convey underlying reasoning skills beyond the level of arithmetic. They should be able to compare and contrast mathematical ideas and generate their own examples. These students should make inferences from data and graphs; apply properties of informal geometry; and accurately use the tools of technology. Students at this level should understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

Note The following states did not satisfy one of the guidelines for school sample participation rates—Alaska, Arkansas, Iowa, Maryland, Michigan, Montana, New York, South Carolina, Vermont, and Wisconsin.

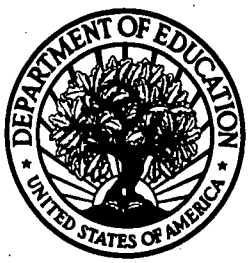
Reading Achievement Levels–Grade 4

Basic Fourth-grade students performing at the basic level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences, and extend the ideas in the text by making simple inferences.

Proficient Fourth-grade students performing at the proficient level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

Note The following states did not satisfy one of the guidelines for school sample participation rates—Montana, Nebraska, New Hampshire, Pennsylvania, Rhode Island, Tennessee, and Wisconsin.

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